



COVENANT  
THEOLOGICAL SEMINARY

**Master of Arts in Counseling**

# Site Supervisor Handbook

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2022 - 2023

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# Letter from the Directors

Dear Covenant Site Supervisor:

We are very grateful for the service you provide to our student counselors. Your efforts give our students an opportunity to actively think through and apply their classroom learning. As you well know, a practical experience is an essential part of their preparation for professional practice.

This handbook for site supervisors is intended to be a help to you in your work with our students. We recognize that there are many different kinds of sites and that not every item in this handbook will apply to every site. We will apply these flexibly as we work together to develop the next generation of excellent counselors.

Please be in regular communication with us. While the Internship Coordinator is responsible for managing the details of the internship matches and sites, we welcome hearing from you. We hope you will give us your input about how we can help you in your role in the development of our students.

Thank you again for your participation with us in this challenging and rewarding work of training counselors.

Serving with you,

**Dr. Mark Pfuetze, LPC**

Program Co-Director

Assistant Professor of Applied Theology and Counseling

(314) 434-4044 – [mark.pfuetze@covenantseminary.edu](mailto:mark.pfuetze@covenantseminary.edu)

**Dr. Jeremy Ruckstaetter, LPC, NCC**

Program Co-Director

Assistant Professor of Applied Theology and Counseling

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# Section 1

## Department Information

- Takeaways:
  - CTS Mission & Focus
  - Important Contact Information

# Counseling Program

## Mission Statement

The Master of Arts in Counseling program at Covenant Theological Seminary exists to equip counselors with the foundations and skills to help people thrive in a complex world. To effectively navigate multi-faceted issues and life challenges, individuals require maturity in self-understanding and personal development; positive adjustment to social, cultural, familial, and personal relationships; and proficiency in the cognitive, behavioral, emotional, and spiritual dynamics that permeate human experience. For this reason, the counseling program's primary mission is the preparation of counselors committed to person-to-person collaborative work with clients. Our mission is to train counselors who can competently and ethically implement spiritual awareness, psychological principles, developmental understanding, and counseling techniques, all within a biblical framework, to provide clients with the best opportunity to achieve maturation and growth in the areas of personal, relational, educational, and spiritual development.

Counseling individuals in pain demands professionals to be aware of self and others, as well as superbly trained in the fields of biblical anthropology and psychology. For this reason, the Master of Arts in Counseling program offers department and program initiatives, as well as intensive faculty mentoring, to help challenge each student to develop professionally, personally, spiritually, and socially, and thus into a wholly-integrated person. Graduates of the Covenant counseling program are prepared to deliver effective clinical services in a variety of professional, people-helping contexts and are eligible to pursue counseling licensure in Missouri and many other states.

# Counseling Program

## Objectives

Students can expect upon successful completion of Covenant Theological Seminary's graduate program in counseling to have gained knowledge and experience in skills, functions, and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. **Professional Orientation and Ethics** – Demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and demonstrate the ability to provide counseling services within the legal and ethical guidelines of the counseling profession.
2. **Counseling Theory** – Gain significant knowledge of major counseling theories in the context of individual, couples, families, and group counseling, and synthesize selected theories into a personal theoretical framework to guide the counseling process.
3. **Helping Relationships** – Demonstrate effective individual, couple, family, and group counseling skills that facilitate client growth and exhibit appropriate use of self in therapeutic relationships.
4. **Social and Cultural Diversity** – Develop an understanding of social and cultural influences on human behavior, as well as dispositions and competencies to implement culturally sensitive interventions and advocacy.
5. **Human Growth and Development** – Develop an understanding of the essential aspects of human growth and development and demonstrate the ability to counsel people at different life stages.
6. **Career Development** – Develop an understanding of career development and related life factors on mental health and demonstrate knowledge of career assessment skills within counseling.
7. **Group Dynamics** – Develop theoretical and experiential understanding of group development, dynamics, counseling theories, methods, and skills for group counseling.
8. **Assessment** – Gain knowledge and skills in assessment techniques and apply concepts to individuals, couples, families, and groups.
9. **Psychodiagnosis** – Develop a working knowledge and ethical application of psychodiagnosis and its effect on treatment and counseling practice.
10. **Research and Program Evaluation** – Develop competencies to evaluate, apply, and contribute to professional research literature in order to inform counseling practice.
11. **Spiritual Foundation** – Demonstrate a theological understanding, disposition, and commitment to spiritual formation as shaped by the Biblical story.
12. **Biblical Anthropology** – Demonstrate character and commitment to the overall God-given purpose, value, and dignity of all individuals and cultural groups and to the responsibility for dynamic connection with one another.

# Important Contact Information

If you have questions or concerns regarding your specific student, it is usually best to contact their assigned faculty supervisor. If you cannot reach your student's assigned supervisor, **the Internship Coordinator is also available.** There have been very few difficulties with our students in placements in the past, but if problems should develop, we encourage you to contact us as soon as possible. We want to work with you and the student to resolve any issues that might arise.

For professor bios and a list of our visiting instructors, visit Appendix B of this handbook.

Of course, if you have general questions, any of us are here to assist.

## Summer 2022 Practicum Supervisors

Contracted with Covenant to provide supervision and support.

Name	Title/License	Phone #	E-mail
Lindsey De Jong	Lindsey De Jong Counseling (LPC)	Cell: (314) 717-1265	Lindsey.DeJong
Randy McLaren	Generations Counseling (LPC)	Cell: (314)529-1713	rmclaren@generations-counseling.com
Mark Pfuetze	Interim Co-Director and Associate Professor of Counseling (LPC)	CTS Office: (314) 392-4241 Cell: (314) 322-5568	Mark.Pfuetze
Jeremy Ruckstaetter	Interim Co-Director and Associate Professor of Counseling (LPC)	CTS Office: (314) 392-4246 Cell: (615) 491-7132	Jeremy.Ruckstaetter
Ashley Wilkinson	Internship Coordinator (LPC)	CTS Office: (314) 392-4208 Cell: (314) 607-0825	Ashley.Wilkinson

## 2022-2023 Internship CTS faculty supervisors

Name	Title/License	Phone	E-mail : @covenantseminary.edu
Suzanne Bates	Assistant Professor of Counseling (LPC)	CTS Office: (314) 392-4242 Cell: (314) 448-0893	Suzanne.Bates
Paul Loosemore	Assistant Professor of Counseling and Clinical Director (LPC)	CTS Office: (314) 392-4131 Cell: (314) 484-6568	Paul.Loosemore
Mark Pfuetze	Interim Co-Director and Associate Professor of Counseling (LPC)	CTS Office: (314) 392-4241 Cell: (314) 322-5568	Mark.Pfuetze
Linda Hermann	Marriage and Family Institute (LPC)	Office: (314) 504-6015	<a href="mailto:Linda.Hermann.lpc@gmail.com">Linda.Hermann.lpc@gmail.com</a>
Christina Basham	Revision Christian Counseling (LPC)	TBD	christina@revisionchristiancounseling.com

## Administrative support

Name	Phone #	E-mail : @covenantseminary.edu
Dre Atkins – SU 22 Intake Coordinator	CTS Office: (314 )392-4241	Dre.Atkins
Ayla McNeely – FA 22 – SP 23 Intake Coordinator	CTS Office: (314 )392-4241	Ayla.McNeely
Mary Miller – Administrative Assistant	CTS Office: (314)392 –4240	Mary.Miller
Administrative Support Assistant	CTS Office: (314)392 –4240	TBD



# Section 2

## Site & Student Responsibilities

- Takeaways:**
- Site Requirements & Responsibilities
  - Student Qualifications & Responsibilities

# Site Requirements

## Supervising a CTS Counseling Student

The site supervisor plays a vital role in the development of the student. Your student is watching you and is developing his/her understanding of what it means to be a skilled helper by what they see in you. Whether you are a counselor, psychologist, or social worker, your interactions with people are a model to your student.

Introduction to staff, tour of the building, orientation to the phone and note taking systems, and discussion of crucial policies all help the student be more comfortable as they begin. If possible, it is very beneficial for students to sit in and observe you or others as they counsel clients.

Please assign client cases to students as soon as possible. This is the practical aspect of their training, similar to actual driving after taking driver's education classes. It is helpful if the initial cases are not the most complicated cases your organization serves.

## Here is a short list of the Site's requirements:

### 1. Provide a place

- ...where a student can practically prepare for professional practice

### 2. Provide supervision

- ...1-hour 1x a week with one main supervisor

- ...about clients you provide or clients we provide

- ...other helpful experiences include:

  - ...observation of sessions (this is one of the most important things you can offer!)

  - ...intake work;

  - ...group work/sessions;

  - ...case staffing; and

  - ...staff meetings; etc.

### 3. Provide clients/cases

- ...partial or all the clients that a student counselor needs

- ...we can supplement through our in-house, free counseling

- ...during Practicum, students should see 2 - 4 clients a week

- ...during Internship, students should see 10 - 12 clients a week

### 4. Provide feedback

- ...verbally and regularly throughout Practicum and/or Internship

- ...written at end of each semester (form provided)

A full list of the Site's rights and requirements included in the Site Agreement, included in Appendix A of this handbook.

# Liability Insurance

Since Covenant Theological Seminary is an educational organization, insurance coverage is specially designed to meet the unique needs of an instructional program.

The practicum and internship experiences are a part of the academic requirements of Covenant Theological Seminary's Counseling Program. The students are under the supervision of a Covenant Faculty Supervisor during both practicum and internship. The seminary professors and students under supervision are therefore covered by the Seminary's current insurance program. Certificates of insurance are provided to both Practicum and Internship sites per the Site Agreement.

Organizations which offer counseling through a Covenant Seminary counseling student should also have their own insurance coverage. Should an issue arise, it is likely that both the site and the Seminary could be impacted. The site's insurance carrier should be consulted for advice in this regard. Simply stated, the Seminary insurance policy covers only the Seminary professors and the students during their practicum or internship experiences (both when they are "on-campus" or at their site).

Students are also required to have their own personal liability insurance for Practicum and Internship.

If you have any questions about this liability coverage, please contact the Internship Coordinator.

# Semester Evaluations

The evaluation process is intended to be a process of communication. A formal evaluation creates an opportunity for more thorough and deeper communication than usually occurs in our day-to-day work together. The site supervisor is not responsible for assigning a grade to the student, although your input is encouraged.

Please complete the evaluation form each semester. The dates will be provided when evaluations are emailed towards the end of the term. Evaluations will be due to the seminary supervisor by the end of each semester.

Both you and the student will complete the same evaluation form. The student should submit their copy prior to your meeting with them. Differences and similarities in your evaluation of the student from their evaluation of themselves often create important opportunities for communication on the student's strengths and areas where growth is needed. After reviewing the evaluation with the student, please submit it directly to the Seminary supervisor. He or she will use it as one of the items of input for our evaluation of the student.

We will provide blank forms for your use with more specific directions at the end of each semester. Please feel free to leave blank any items that do not apply to your student or situation. If there are areas that you would like to address that the form does not address, please feel free to add those comments. A copy of the evaluation form is in Appendix A

# Student Requirements & Qualifications

Students entering internship placement are well prepared to begin this phase of their professional development. A rigorous screening process is used to assure our students are quality people who have benefited from quality classroom training.

## **Evaluative Screening Process**

Entrance into the program initially requires the student to satisfactorily complete interviews with both the Director of Admissions and one of the counseling faculty.

After completion of the 54 credits of academic work, the student is again reviewed by a committee composed of the counseling faculty and other administrators. This final screening occurs after the required prerequisite academic work to assure that we know the students as well as possible before approving their entrance into the internship year. All students must possess the necessary academic, relational, character, and practice qualifications to be admitted into the internship year.

## **Academic Qualifications**

Academically, students must earn a minimum of a 3.0 grade point average in order to enter the practicum or internship. This is the highest standard of any academic program at Covenant Seminary.

## **Relational Qualifications**

Relationally, students must be able to connect and communicate effectively with others. Students must demonstrate the necessary relational skills with their peers, professors, and administration to enter the internship year.

## **Character Qualifications**

Students must also demonstrate mature Christian character.

## **Practice Qualifications**

Students must demonstrate good potential for the counseling profession. Many students have experience working with people prior to entering the program. All students are closely supervised by CTS faculty supervision, in addition to an on-site supervisor, to assure effective care of counseling clients.

## **Non-Credit Degree Requirements**

- Personal Professional Liability Insurance
- Professional Association Membership – students must hold membership at one counseling organization during their practicum & internship. Organization options include the following:
  - American Counseling Association
  - Missouri Mental Health Counselor Association
- Counseling Preparation Comprehensive Examination (CPCE) – the CPCE must be taken in the final semester of Internship.
- Personal Counseling Requirement – students are required to receive a minimum of 12 personal counseling sessions during their time in the program
- Bible Content Exam – must be attempted during the student’s first semester or coursework and passed prior to practicum

# Section 3

## Practicum & Internship Overview

- Takeaways:
- Schedule & Important Dates
  - Difference between Practicum & Internship
    - Sample Hours Progression
      - Book Lists

# 2022-2023 Practicum & Internship Important Dates

	Practicum Summer 2022	Internship Fall 2022-Spring 2023
Practicum Orientation	June 4 <sup>th</sup> , 2022	
Summer CTS classes begin	June 6 <sup>th</sup> , 2022	
Eligible to see Site and CTS clients	June 6 <sup>th</sup> , 2022	
Last day of Practicum	August 26 <sup>th</sup> , 2022	
Fall CTS classes begin		August 29 <sup>th</sup> , 2022
Fall Break		October 17 <sup>th</sup> – October 22 <sup>nd</sup> ,
Thanksgiving Break		November 23 <sup>rd</sup> – November 25 <sup>th</sup>
Last day to see clients for Fall 22		December 22 <sup>nd</sup> , 2022
Mandatory Break*		December 23 <sup>rd</sup> – January 2 <sup>nd</sup>
Jan term CTS classes begin		January 3 <sup>rd</sup> , 2023
Spring Break		March 20 <sup>th</sup> – March 24 <sup>th</sup>
Last Day to see clients		May 10 <sup>th</sup> , 2023
Graduation		May 12, 2023

\* Students counselors are not enrolled in a class from December 23<sup>rd</sup>–January 2<sup>nd</sup>, which prohibits them from seeing clients for that two week span. This is to protect student counselors and clients while student counselors are not covered by the seminary’s insurance policy. Students may resume seeing clients on the 1<sup>st</sup> day of Jan-term classes.

# Practicum & Internship Overview

## Differences between practicum and internship

	Practicum	Internship
<b>Purpose</b>	Exposure to the field of counseling and start to do work of a counselor	Work like a full-fledged counselor, under supervision
<b>Hours</b>	100 total hours, 40 client hours	600 total hours, 240 client hours
<b>Clients</b>	2-4 clients	10-12 clients
<b>Expectation</b>	15 hours a week, time built in for intake, billing, & office work	25-30 hours a week, not including billing & office work

## Weekly expectations for practicum and internship

	Practicum	Internship
<b>Clients</b>	2-4 hours weekly	7-12 hours weekly
<b>Client Notes</b>	1 hour weekly	2 hours weekly
<b>Supervision at Site</b>	1 hour weekly	1 hour weekly
<b>Supervision at CTS</b>	1 hour weekly (triadic)	1 hour weekly*
<b>Group Time</b>	1.5 hours weekly	3 hours weekly
<b>Homework/Prep</b>	3 hour weekly	4 hours weekly
<b>Admin work</b>	2 hours weekly	1 hour weekly

\* Individual or Triadic Supervision will be scheduled between you and your supervisor for 45 minutes to one hour every week.

### Between Practicum & Internship:

- Practicum students can be invited to stay at their site for Internship.
- Neither sites nor students are asked to commit to each other for both Practicum and Internship unless they want to.

# Sample Internship Hours Progression

Item	Term	Hours
Client Hours	Fall	125
	Jan-Term	25
	Spring	125
		<b>(Total: 275 hours)</b>
Number of Hours of Site Supervision	Fall	13
	Jan-Term	4
	Spring	13
		<b>(Total: 30 hours)</b>
Number of Hours of CTS Supervision	Fall	58
	Jan-Term	2
	Spring	58
		<b>(Total: 189 hours)</b>
Miscellaneous Hours	Fall	75
	Jan-Term	50
	Spring	75
		<b>(Total: 200 hours)</b>
Goal Reminder: 600 total hours, with 240 client hours		<b>Grand Total: 694 Hours</b>



# Practicum & Internship

## Book Lists

### **Practicum Requirements + Recommendations**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

DSM-5 Desk Reference

Teyber, E., & Teyber, F. H. (2019). *Interpersonal process in therapy: An integrative model*. Boston (MA): Cengage Learning.

Russel-Chapin, L., Sherman N., & Ivey A. (2016). *Your Supervised Practicum and Internship – Field Resources for Turning Theory into Action*: Routledge.

### **Internship Requirements + Recommendations**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

DSM-5 Desk Reference

Langberg, D. (2003). *Counseling survivors of sexual abuse*. Xulon Press.

*The Practice of Emotionally Focused Couple Therapy: Creating Connection*, Susan Johnson, (Brunner Routledge, 2004)

Teyber, E., & Teyber, F. H. (2019). *Interpersonal process in therapy: An integrative model*. Boston (MA): Cengage Learning.

Van der Kolk, B. A. (2014). *The body keeps the score: brain, mind, and body in the healing of trauma*. New York: Viking, of Penguin Group (USA) LLC.

*The Wounded Heart*, Dan Allender, (Colorado Springs, CO: Navpress, 1990)

# Appendix A

## Forms

- Takeaways:
  - Site Agreement
  - Evaluation

# Practicum and Internship Site Agreement

## Master of Arts in Counseling Program

Covenant Theological Seminary (CTS) Master of Arts in Counseling (MAC) program desires to establish practicum and/or intern placements at local mental health agencies, community health clinics, and counseling private practices for the professional development of the students in the CTS MAC program.

The CTS MAC program desires to cooperate with \_\_\_\_\_ (called the “Site”) in establishing a clinical Practicum and/or Internship experience for the mutual benefit of CTS MAC students and the Site. This working agreement delineates the following expectations and responsibilities of the CTS MAC program and the Site:

### PERSONNEL AND SUPERVISION

- Qualified full-time faculty member(s) and/or qualified non-full-time faculty members of the CTS MAC program shall work with the Site to establish a Practicum or Internship experience for CTS MAC student counselors. Ashley Wilkinson, Intern Coordinator, on behalf of CTS, and \_\_\_\_\_, on behalf of the Site, shall coordinate all practicum and internship activities, facilitate the effective administration of the educational experience, and assist in resolving any problems or other matters that may arise. CTS and/or the Site may change the individuals designated above upon notice of the other party.
- The CTS MAC program provides weekly supervision to students during Practicum and Internship. Student counselors are assigned to one CTS faculty supervisor for each of Practicum and Internship. Practicum students receive 2.5 hours weekly of group and triadic supervision with their CTS faculty supervisor. Interns during the fall and spring semester receive between 4-6 hours weekly of group, triadic and individual supervision with their CTS faculty supervisor. Current CTS faculty supervisors include Randy McLaren (LPC), Lindsey De Jong (LPC), Ashley Wilkinson (LPC), Christina Basham (LPC), Linda Hermann (LPC), Dr. Mark Pfuetze (PhD, LPC, NCC), Dr. Jeremy Ruckstaetter (PhD, LPC, NCC), Suzanne Bates (LPC), and Dr. Paul Loosemore (LPC, NCC). Additional counseling professors and visiting instructors may also provide additional supervision during class discussions. This includes Counseling Professor Dr. Dan Zink and Visiting Instructors David Koch (LPC), William Haynes (LPC), DeAnn Yount (LCSW), and Mark Powers (LPC).
- The CTS MAC program will inform the Site of the CTS faculty supervisor(s) to whom each student counselor working at the Site is assigned for Practicum and Internship.
- The Site shall appoint one of its employees to provide 1 (ONE) hour of weekly supervision for each Practicum or Internship

student. Weekly supervision should be individual or in a group with no more than 3 supervisees. The Site will inform the CTS MAC program of the name of the one person has been appointed to provide supervision to each student counselor at their site. Occasional guest supervisors (such as a site director or person with specialty training) may substitute as the weekly supervisor. Site Supervisors will receive a link to the online “Supervisor Registration” form to complete and demonstrate how they meet the following requirements to be eligible to be a Site Supervisor:

- hold a masters degree in counseling or social work;
  - have been a Licensed Psychiatrist, Licensed Professional Counselor or Licensed Clinical Social Worker in Missouri for at least 2 years;
  - be actively practicing as a counselor either in a private practice, community health agency or mental health related setting;
  - either 1) attend the annual Site Supervisors “Lunch and Learn” training or 2) provide email confirmation of reading the Site Supervisors Manual provided by the Counseling program; and
  - have counseling supervision training and experience such as: a) prior supervision; b) prior supervision of PLPCs as registered with the state of Missouri; c) professional development CEs in the area of supervision; or d) completed a counselor’s supervision workshop as offered by the Missouri Division of Professionals or the Missouri Mental Health Counselors Association (MMHCA).
- The Site is responsible for the care of all site clients assigned to its student counselors, and the Site supervisor will approve and sign all notes for site clients. While student counselors may discuss their site clients with the CTS Faculty Supervisor, the Site Supervisor oversees, and is responsible for, the care of all Site clients.

## COMMUNICATION DETAILS

- The MAC program will consistently communicate with the Site throughout the academic school year, through either the CTS Internship Coordinator or a CTS Faculty member. At a minimum, the contacts between CTS and the site will include:
- **Internship Coordinator with Active Sites:** The Internship Coordinator contacts each Site Supervisor on the following schedule:
    - Practicum Supervisor Agreement, Registration and MAC Supervisor Handbook (May)
    - Practicum Supervisor Introductions (June)
    - Practicum Check-in (July)
    - Internship Supervisor Agreement, Registration and MAC Supervisor Handbook (early August)
    - Internship Supervisor Introductions (late August)
    - Fall Internship Check-in (October)
    - Spring Internship Check-in (February)
  - The purpose of these communications is three-fold: to provide information; to check-in on the current student counselor’s experience and performance; and to assess the Site’s interest in continuing to have student counselors for Practicum and/or Internship. Feedback on student counselors is communicated by the Internship Coordinator to the appropriate CTS Faculty Supervisor, who follows up in areas where evaluation or remediation are needed.
  - **Supervisor to Supervisor:** The Site Supervisor and CTS Faculty Supervisor have a minimum of 4 points of contact during the Practicum and Internship experience including:
    - Meeting at the annual Site Supervisor Lunch and Learn (early August)
    - Exchange of written evaluation at the end of Practicum (late August)
    - Exchange of written evaluation at the end of fall Internship (December)
    - Exchange of written evaluation at the end of spring Internship (May)
  - **Site Visits with Active and Potential Sites:** The Internship Coordinator attempts to visit active and potential sites once every two years for the purpose of maintaining an understanding of the site’s needs and requirements, assess interest in future students, and provide a “first-hand account” of the facility, supervision expectations, and client needs to future student counselors. Virtual visits are also used if in-person visits are unavailable.

## PROFESSIONAL ACTIVITIES

- The Site will provide direct, face-to-face, in-person client counseling experiences for CTS student counselors. CTS student counselors have not had the training course the Missouri Division of Professional Registration is recommending counselors have

on the ethical, legal, and best practices for counseling clients online. Student counselors should not see clients online through their site unless approved by the Intern Coordinator, or the case of national emergencies, health pandemics or natural disasters. Student counselors should not counsel clients online who do not reside in the state of Missouri.

- During Practicum, it is anticipated that student counselors will have direct client contact with average four (4) clients per week. During Internship, it is anticipated that student counselors will average seeing twelve (12) clients per week. If a student counselor requires higher weekly client hours to meet post-graduation state licensure requirements, then the Site and CTS faculty should be in contact with the Internship Coordinator to create a plan for the needed adjustments and to detail support and supervision of the student counselor in need of such an increase.
- Practicum experiences may include other non-client professional counseling activities such as: observing, case consultation, staff meetings, intake, and professional trainings.
- It is expected that student counselors for Practicum and Internship will be included in all Site training conferences and programs related to professional counseling.

## **SITE ORIENTATION**

- The Site agrees to conduct the necessary orientation for each CTS student counselor with respect to policies and the facilities of the Site, as well as the necessary administrative and organizational instruction. CTS student counselors are expected to adhere to the policies and procedures and follow all the directives explained at the Site's orientation and during supervision.

## **EVALUATIONS**

- The CTS MAC program will provide evaluation forms to the Site Supervisor to be used in rating student counselor performance. The Site agrees to complete evaluations at times designated by the CTS MAC program (generally the end of each semester). It is expected that the written evaluation is a continuous part of an ongoing process in which strengths and areas of growth are communicated to the student(s). The Site Supervisor will send their completed evaluation directly to the student's assigned CTS supervisor.

## **CONFIDENTIALITY**

- CTS student counselors and CTS faculty supervisors will treat as confidential all client information gained during the supervision experience.
- In further relation to confidentiality in the context of an academic institution, and due to the nature of dual relationships and the power differences between students and faculty and staff, the Counseling Department has a two- part policy:
  - Neither CTS Faculty, staff, nor their family members may receive free counseling from student counselors at the Counseling Center.
  - If CTS Faculty, staff, or their family members are inadvertently connected at off-campus sites, CTS Faculty Supervisors will not participate in supervision of those clients.

## **LIABILITY INSURANCE**

- Counseling performed by CTS student counselors is covered by the liability insurance of CTS. As an educational organization, insurance coverage is designed to meet the unique needs of an instructional program. This insurance covers students for all periods enrolled in CTS's required Practicum and Internship classes. All client interactions that students have during the Practicum or Internship experience, either at the CTS Counseling Department or at off-site locations, are covered under this insurance. This coverage does not extend to cover the liability of the Site for any action of a student while at the Site. Upon request, the CTS MAC program will provide the Site with proof of insurance within one month of the start of the semester of

Practicum or Internship. CTS student counselors are also required to carry limited liability coverage throughout the term of their Practicum and/or Internship and provide copies to the CTS MAC program.

**BACKGROUND CHECKS**

- CTS asks its student counselors to consent to a state and federal background check at the beginning of their Practicum semester. Student counselors have the right to withhold permission from CTS to run this background check. This decision will not hinder a student from participating in either Practicum or Internship, but may limit the client populations that CTS will allow the student to counsel. CTS will inform the Site if either:
  - Their Practicum or Internship student counselor withholds permission for a background check;
  - The report creates safety concerns for the certain client populations that the student should not be allowed to counsel.

**TERMINATION**

- The Site may request a student counselor be withdrawn from its Site when performance is unsatisfactory or whose characteristics and activities are detrimental to the Site. Except in extraordinary circumstances, the Site will discuss the situation with the designated CTS individuals prior to exercising its right of dismissal. CTS may withdraw a student counselor from the Site if the characteristics or activities are detrimental to a student’s educational experience.

**SIGNATURES**

The term of this Agreement will be from: June 2022 to August 2022 for the Practicum or Internship with student:\_\_\_\_\_.

This Agreement shall be considered in effect with the dates and signatures of appropriate representatives of the CTS MAC program and the Site.

\_\_\_\_\_  
CTS MAC Representative

\_\_\_\_\_  
Site Representative

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Effective Dates

\_\_\_\_\_  
Effective Dates

# Student Counselor Evaluation

Check one:

Evaluation by:  Student  CTS Faculty Supervisor  Site Supervisor

Student Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

CTS Supervisor: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_

## INSTRUCTIONS

**Supervisors:** Please rate the counseling student for each of the following characteristics using the scale below. If doing digitally, please be sure to add your digital signature. A copy of the email (when sent back electronically) will also serve as proof of signature.

**Student Counselors:** Please rate yourself for each of the following characteristics using the scale below. If doing digitally, please be sure to add your digital signature. A copy of the email (when sent back electronically) will also serve as proof of signature.

### General Scale Descriptors

**1 = Not meeting expectations**

**2 = Beginning**

*(Note: this is where we look for students to be at the end of Practicum)*

**3 = Developing**

*(Note: this is where we look for students to be at the end of fall semester internship)*

**4 = Equipped**

*(Note: this is where we look for students to be at the end of Internship).*

**5 = Accomplished**

**N = Not observed or not relevant to site**

## THERAPIST ENGAGEMENT

### Use of Self, Empathy and Joining

Demonstrates warmth	1	2	3	4	5	N
Engenders hope	1	2	3	4	5	N
Demonstrates patience	1	2	3	4	5	N
Shows sensitivity and gentleness	1	2	3	4	5	N
Demonstrates empathy	1	2	3	4	5	N
Offers genuineness in responses and comments	1	2	3	4	5	N
Acknowledges and validates clients' experiences	1	2	3	4	5	N
Listens reflectively	1	2	3	4	5	N
Communicates trust and safety	1	2	3	4	5	N
Offers appropriate self-disclosure	1	2	3	4	5	N
Considers feedback from clients in a non-defensive manner	1	2	3	4	5	N

### Therapeutic Sensitivity

Demonstrates cultural sensitivity, including using language that shows sensitivity to cultural, gender and sexual orientation issues	1	2	3	4	5	N
Demonstrates spiritual and religious sensitivity	1	2	3	4	5	N
Demonstrates comfort in raising issues of difference in session	1	2	3	4	5	N

### Therapeutic Stance

Maintains appropriate boundaries	1	2	3	4	5	N
Open to a variety of therapy outcomes	1	2	3	4	5	N
Collaborates with client	1	2	3	4	5	N
Responsibility for change stays with client	1	2	3	4	5	N
Maintains focus on goal	1	2	3	4	5	N
Engages interpersonal process within sessions	1	2	3	4	5	N
Student demonstrates developmentally appropriate ownership and autonomy in client care	1	2	3	4	5	N

### Therapist Actions

Reframes	1	2	3	4	5	N
Makes the covert, overt	1	2	3	4	5	N
Uses speculative language	1	2	3	4	5	N
Language anticipates positive outcome as appropriate	1	2	3	4	5	N
Stops unproductive interactions	1	2	3	4	5	N
Assigns tasks/ "homework" appropriately and engages client in task design	1	2	3	4	5	N
Facilitates generation of client options	1	2	3	4	5	N
Identifies and amplifies exceptions	1	2	3	4	5	N
Builds on clients' strengths	1	2	3	4	5	N
Demonstrates personal expression and creativity in counseling	1	2	3	4	5	N
Offers client reliability and predictability	1	2	3	4	5	N

## CLIENT ASSESSMENT AND TREATMENT PLANNING

### Analysis of Presenting Problem

Elicits present problem and history (beginning, duration, people involved, intensity)	1	2	3	4	5	N
Explores relational systems and supports	1	2	3	4	5	N
Explores impact of problem on clients' daily functioning	1	2	3	4	5	N
Explores impact of problem on clients' family or support system	1	2	3	4	5	N

### Case Conceptualization

Demonstrates insight/understanding into problem (including difference between symptoms and core conflicts)	1	2	3	4	5	N
Obtains information on family history (such as three generational genogram)	1	2	3	4	5	N
Articulates conceptualization concisely	1	2	3	4	5	N
Identifies reportable or suicidal issues and takes appropriate action	1	2	3	4	5	N
Demonstrates an understanding of trauma pertaining to the stages of human development	1	2	3	4	5	N

### Treatment Planning

Clarifies realistic and reachable goal(s)	1	2	3	4	5	N
Completes DSM (current version) diagnosis	1	2	3	4	5	N
Ability to write a treatment plan with client specificity	1	2	3	4	5	N
Ability to execute a treatment plan	1	2	3	4	5	N
Maintains an updated treatment plan for each client	1	2	3	4	5	N
Reviews goals and treatment options regularly with clients	1	2	3	4	5	N

### Personal Attributes and Professionalism

Understands and demonstrates ability to work with a professional team	1	2	3	4	5	N
Shows initiative	1	2	3	4	5	N
Shows enthusiasm for learning	1	2	3	4	5	N
Is punctual to client appointments	1	2	3	4	5	N
Follows agency/organization/seminary procedures	1	2	3	4	5	N
Takes feedback from others in a non-defensive manner	1	2	3	4	5	N
Maintains clear and consistent client records	1	2	3	4	5	N
Relates to clients in a professional manner	1	2	3	4	5	N
Demonstrates prompt return of phone calls	1	2	3	4	5	N

## USE OF SUPERVISION

Comes prepared with clear and focused questions	1	2	3	4	5	N
Demonstrates ability and willingness to incorporate supervisor's ideas and utilize their own voice in working with clients	1	2	3	4	5	N
Can articulate choices among suggestions	1	2	3	4	5	N
Demonstrates willingness to try new ideas	1	2	3	4	5	N
Seeks additional supervision when necessary	1	2	3	4	5	N
Evidence of reading/application of reading	1	2	3	4	5	N
Brings session recordings to review with supervisor	1	2	3	4	5	N
Punctuality in supervision	1	2	3	4	5	N
Active attendance in individual or group supervision	1	2	3	4	5	N



## DEMONSTRATION OF MAC PROGRAM EDUCATIONAL OBJECTIVES

### Ethics

Demonstrates the skillful application of ethical decision making	1	2	3	4	5	N
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### Helping Relationship

Demonstrates appropriate relational stance, counseling skills, and interventions to facilitate client growth and wellness	1	2	3	4	5	N
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Demonstrates the appropriate use of self within counseling relationships	1	2	3	4	5	N
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### Counseling Theory

Skillfully applies counseling theories in case conceptualization, treatment planning, and interventions	1	2	3	4	5	N
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### Social and Cultural Diversity

Seeks to understand clients in their context, including various social and cultural influences affecting client well-being	1	2	3	4	5	N
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Student demonstrates knowledge and understanding of cultural identity development, social advocacy, and justice issues relevant to client care	1	2	3	4	5	N
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Demonstrates appropriate cultural competency, skills, and interventions	1	2	3	4	5	N
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Demonstrates reflection on personal values and appropriate humility toward worldview differences	1	2	3	4	5	N
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### Human Growth and Development

Demonstrates the ability to build counseling relationship with people in various life stages	1	2	3	4	5	N
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Includes appropriate understanding of human growth and development (including experiences of trauma) in assessment, case conceptualization, interventions, and treatment planning	1	2	3	4	5	N
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### Career Development

Demonstrates an appreciation and exploration of the intersection of clients' career issues, relationships, life roles, and mental well-being	1	2	3	4	5	N
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### Group Dynamics

Demonstrates skill in assessing group dynamics and cultural influences relevant to group counseling	1	2	3	4	5	N
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Demonstrates characteristics and functions required for effective group leadership	1	2	3	4	5	N
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### Assessment

Demonstrates the use of formal and informal assessments for diagnostic and intervention planning purposes	1	2	3	4	5	N
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### Psychodiagnosis

Demonstrates skills in diagnosis and its influence on case conceptualization and treatment planning	1	2	3	4	5	N
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## DEMONSTRATION OF MAC PROGRAM EDUCATIONAL OBJECTIVES continued...

### Research and Program Evaluation

Demonstrates the application of research in counseling practice	1	2	3	4	5	N
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### Spiritual Foundation

Demonstrates skill in ethically addressing spiritual issues and concepts within	1	2	3	4	5	N
---	---	---	---	---	---	---

the counseling relationship that are consistent with the clients' spiritual perspectives and are acceptable to clients						
Demonstrates skill in continuously evaluating the influence of his or her own faith, beliefs, and values on clients and the counseling process	1	2	3	4	5	N

**Biblical Anthropology**

Demonstrates skill in promoting dignity and agency through a demonstration of advocacy from a spiritually integrative and relational perspective	1	2	3	4	5	N
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<b>WRITTEN FEEDBACK</b>
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**Supervisors:** Please share additional comments about the student counselor, the counselor's skills, and your experience as the student's supervisor. Remember: your written comments are more important to the CTS Faculty Supervisor than the numbered items.

**Student Counselors:** Please share additional comments about yourself, your skills, and your experience in the supervisory relationship. Remember: your written comments are more important to the CTS Faculty Supervisor than the numbered items.

**a. Strengths student shows with clients and as a professional:**

**b. Areas where student lacks confidence, needs to grow, and/or areas where remediation is needed:**

**c. Things student may need to continue to develop:**

**d. Theoretical models student may want to examine or understand to grow:**

e. Any additional comments or feedback:

**Students Only:**

f. Any feedback you want to give your supervisor about your supervision experience and what you need going forward:

**SIGNATURES**

Student Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

CTS Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix B

## Program Information

- Takeaways:
- MAC Degree Sequence
    - Faculty bios
  - Visiting Instructors List

# MAC Degree Sequence

## MASTERS OF THE ARTS IN COUNSELING (MAC) – 75.1 CREDIT DEGREE

Note: Students intending to pursue counseling licensure in another state should research licensure requirements in that state and pursue Academic Advising regarding graduation planning. The landscape of educational requirements for counseling licensure is changing all the time as states begin to adopt similar language and requirements as put forth by the national accrediting body, Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). This degree is designed to be CACREP-aligned and portability-aligned to help equip students with a degree that closely matches the degree requirements of most states. Specifically, this degree is designed to meet the requirements for the “Clinical Mental Health in Counseling” specialty area as outlined by CACREP.

### Sequence of Required Courses

First Year			Summer	Fall	Jan-Term	Spring
	CC310	Foundations of Apologetics & Outreach		3		
CO300	Counseling Intro & Theories I*		3			
CO325	Marriage & Family Counseling*		3			
	OT Core §		3			
CO332	Addictions*				3	
CO305	Career Counseling ^					3
CO375	Psychological Disorders*					3
ST300	Covenant Theology					3
	NT Core §					3
<b>Total Hours: 27</b>			<b>0</b>	<b>12</b>	<b>3</b>	<b>12</b>

Second Year			Summer	Fall	Jan-Term	Spring
	CO356	Clinical & Community Mental Health* ^	3			
ST330	Sin, Christ & Salvation >	3				
CO353	Assessment in Counseling		3			
CO373	Social & Cultural Diversity in Counseling* ~		3			
CO331	Human Growth & Development* †		3			
ST310	God & Humanity: Foundations of Counseling		3			
	Counseling Electives ‡				3	
CO355	Group Counseling* †					3
CO315	CO Theories II & Techniques* ~					3
CO360	Ethics & Professional Development*					3
ST350	Spirit, Church & Last Things >					3
<b>Total Hours: 33</b>			<b>6</b>	<b>12</b>	<b>3</b>	<b>12</b>

Third Year			Summer	Fall	Jan-Term	Spring
	CO390	Counseling Practicum	3			
	CO541	Counseling Internship		3		
	CO385	Crisis & Trauma Counseling		3		
	CO542	Internship Site Lab II			0	
	CO543	Counseling Internship II				3
	CO352	Research Methods				3
	<b>Total Hours: 15</b>		<b>3</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>Total Degree Hours: 75</b>						

**Curriculum Hours:** 75 (72 core hours, including 54 counseling core hours and 21 Bible and theology core hours)

§ 3 elective hours must be in counseling (courses with the CO prefix that are non-core). Electives may be taken in any term.

\* Course must be completed before CO390 Counseling Practicum

^ Course can be swapped for another course in a different term so marked.

> Course can be swapped for another course in a different term so marked.

† Course can be swapped for another course in a different term so marked.

~ Course can be swapped for another course in a different term so marked.

§ NT200 NT History & Theology and OT200 OT History & Theology unless language pre-requisites are satisfied by another.

# MAC Degree Sequence

## MASTERS OF THE ARTS IN COUNSELING (MAC) – 75.2 CREDIT DEGREE

Note: Students intending to pursue counseling licensure in another state should research licensure requirements in that state and pursue Academic Advising regarding graduation planning. The landscape of educational requirements for counseling licensure is changing all the time as states begin to adopt similar language and requirements as put forth by the national accrediting body, Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). This degree is designed to be CACREP-aligned and portability-aligned to help equip students with a degree that closely matches the degree requirements of most states. Specifically, this degree is designed to meet the requirements for the “Clinical Mental Health in Counseling” specialty area as outlined by CACREP.

### Sequence of Required Courses

First Year			Summer	Fall	Jan-Term	Spring
	CC210	Outreach to Contemporary Culture		2		
CO300	Counseling Intro & Theories I*		3			
CO325	Marriage & Family Counseling*		3			
	OT Survey §		2			
CO332	Addictions*			3		
CO305	Career Counseling ∆				3	
CO375	Psychological Disorders*				3	
ST300	Covenant Theology				3	
	NT Survey §				2	
<b>Total Hours: 24</b>			<b>0</b>	<b>10</b>	<b>3</b>	<b>11</b>

Second Year			Summer	Fall	Jan-Term	Spring
	CO356	Clinical & Community Mental Health* ∆	3			
ST340	Systematic Theology II^	2				
CO353	Assessment in Counseling		3			
CO373	Social & Cultural Diversity in Counseling* >		3			
CO331	Human Growth & Development* †		3			
ST320	Systematic Theology I		2			
	Counseling Electives ‡			3		
CO355	Group Counseling* †				3	
CO315	CO Theories II & Techniques* >				3	
CO360	Ethics & Professional Development*				3	
CO378	Counseling and Faith: Integration and Application				3	

	<b>Total Hours: 31</b>	<b>5</b>	<b>11</b>	<b>3</b>	<b>12</b>
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<b>Third Year</b>			<b>Summer</b>	<b>Fall</b>	<b>Jan-Term</b>	<b>Spring</b>
	CO390	Counseling Practicum	3			
ST370	Systematic Theology III <sup>^</sup>	2				
CO541	Counseling Internship			3		
CO385	Crisis & Trauma Counseling			3		
CO542	Internship Site Lab II				0	
	Counseling Electives †				3	
CO543	Counseling Internship II					3
CO352	Research Methods					3
	<b>Total Hours: 20</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>6</b>	
	<b>Total Degree Hours: 75</b>					

**Curriculum Hours:** 75 (69 core hours, including 54 counseling core hours and 15 Bible and theology core hours)

§ 6 elective hours must be in counseling (courses with the CO prefix that are non-core). Electives may be taken in any term.

\* Course must be completed before CO390 Counseling Practicum

† Course can be swapped for another course in a different term so marked.

◇ Course can be swapped for another course in a different term so marked.

^ Course can be swapped for another course in a different term so marked.

> Course can be swapped for another course in a different term so marked.

§ NT210 NT Survey and OT210 OT Survey unless language pre-requisites are satisfied by another NT and OT Bible course.



# Counseling Professor Profiles

DR. MARK PFUETZE

Interim Co-Director

Associate Professor of Counseling

**Program Courses:** Counseling Internship, Group Dynamics, Introduction to Counseling and Theories I, Crises and Trauma

**Bio:** Dr. Pfuetze holds a Masters of Divinity and a Master of Arts in Counseling from Covenant Theological Seminary and is a Licensed Professional Counselor (LPC) with the state of Missouri. Mark completed his Ph.D. in Counselor Education at the University of Missouri-St. Louis in 2014 and has a private practice in the Saint Louis area. As a counselor, Mark has worked with a wide range of issues including marriage and family, anxiety, depression, conflict resolution, teen issues, emotional, sexual and physical abuse, and sexual addiction. Mark particularly has a heart for those who are dealing with sexual abuse, sexual addiction, trauma and personal and marital strife and helping them find freedom in their lives through the gospel of God's grace. Mark is also a trained EMDR therapist and certified Christian conciliator. Mark has been married to his wife Mollie for 16 years and they have three kids, Mallory (15), Hampton (13), and Bright (10). Mark and Mollie met in Dan Zink's Marriage and Family class back in 2000. Mollie is the Middle School Counselor at Westminster Christian Academy.

DR. JEREMY RUCKSTAETTER

Interim Co-Director

Associate Professor of Counseling

**Program Courses:** Counseling Internship, Research Methods, Theories II and Techniques, Social and Cultural Diversity, Crises and Trauma

**Bio:** Dr. Ruckstaetter holds a PhD in counseling education and supervision from Regent University, is a graduate of Covenant Seminary's MAC and MDiv programs, and also holds a Bachelor of Music (with an emphasis in music education) from the University of Georgia. His areas of interest and study include family relationship dynamics. He has worked as a licensed professional counselor in private practice and in Christian schools and counseling centers in Missouri and Virginia. Jeremy has previously taught graduate counseling courses as an assistant professor of counseling at Missouri Baptist University and in other roles at several universities and seminaries. He is also an accomplished musician, having served as a musician in the U.S. Navy and a music instructor in various capacities. Dr. Ruckstaetter and his wife, Kacey, have a daughter and two sons.

SUZANNE BATES

Assistant Professor of Counseling

**Program Courses:** Counseling Internship, Group Dynamics, Psychological Disorders, Social and Cultural Diversity, Ethics and Professional Development

**Bio:** Suzanne Bates joined the group of Covenant Supervisors in the fall of 2011. Suzanne is a 1999 graduate of Covenant's MAC program and is a Licensed Professional Counselor (LPC) in the state of Missouri. In July of 2013 she accepted additional responsibilities among the Covenant community as Associate Dean of Students through Covenant's Student Life Office. Suzanne also works part-time for her church, New City Fellowship-St. Louis, as Staff Counselor. In the fall of 2017, Suzanne began her Ph.D. work in Counselor Education at the University of Missouri-St. Louis. She is a single mom of four children (Darius Bates, Kasey Bates, Christopher Bates and Rachel Bates) and two grandchildren.

## DR. PAUL LOOSEMORE

### Assistant Professor of Counseling

**Program Courses:** Counseling Internship, Psychological Disorders, Ethics and Professional Development, Introduction to Counseling and Theories I

**Bio:** Dr. Paul Loosemore joined us to serve as Assistant Professor of Counseling in 2020. He completed a PhD in counselor education and supervision from Regent University, is a graduate of Covenant Seminary's MAC program (MAC '15), and also holds a bachelor of Advertising from Gloucestershire University, and an MA in Interior Design from Portsmouth University—both in England. Dr. Loosemore has worked as a licensed professional counselor since graduating from Covenant's program, including co-founding the St. Louis Counseling Center. He has previously taught counseling courses as an adjunct professor of counseling at various institutions, and he is active in the broader academic discussion surrounding counseling. His PhD research focuses on the impact of a relationship with God and how it relates to character growth and well-being. As a counselor, he has experience working with individuals, couples, and groups, with special focus on marriage concerns, trauma and abuse, relational distress, grief and loss, and those working in ministry settings. He is invested in seeking and creating beauty and culture in our communities. Beyond this, he loves to explore the outdoors (hiking, climbing, mountain biking), and playing pool. He and his wife, Courtney, have two daughters and a son.

## DR. DAN ZINK

### Former Director and Professor of Counseling

**Program Courses:** Marriage and Family, Advanced Marriage and Family

**Bio:** Dr. Zink has worked at Covenant for 29 years, teaching for 24 years. He joined Covenant's full-time staff as the Director of Student Services in 1990 after 13 years as a family counselor, assistant pastor, caseworker, and supervisor of public children's services. He moved to a faculty position in 1995, becoming the second professor in the MAC program, joining founding program director, Dr. Richard Winter.

He was the founding Director of New Hope Counseling Services, a ministry of Chesterfield Presbyterian Church. His counseling private practice focuses on couples' issues, men's issues, and mentoring pastors and counselors. Dr. Zink's doctoral research focused on enduring marriages of adult children of divorce. His current themes for exploration include the integration of Truth from all its sources and integration of today's most trusted treatment modalities such as Bowenian Family Systems Therapy, Emotionally Focused Therapy, Affect Regulation Therapy, Acceptance and Commitment Therapy, Interpersonal Neurobiology, and Relational Psychodynamic Therapy.

Dan and Carolanne have been married for 44 years and have 2 adult daughters. Laurianne is the school Librarian and Reading Specialist at Chesterfield Day School in St. Louis; Bethanne is an emerging platforms software engineer with Group Nine Media in New York, New York.

# Counseling Visiting Instructors

LINDSEY DE JONG

Visiting Instructor

**Program Courses:** Counseling Practicum

[Lindsey.DeJong@covenantseminary.edu](mailto:Lindsey.DeJong@covenantseminary.edu)

WILLIAM HAYES

Visiting Instructor

**Program Courses:** Assessment

[William.Hayes@covenantseminary.edu](mailto:William.Hayes@covenantseminary.edu)

LINDA HERMANN

Visiting Instructor

**Program Courses:** Counseling Practicum & Counseling Internship

[Linda.Hermann@covenantseminary.edu](mailto:Linda.Hermann@covenantseminary.edu)

ANGIE HOFFMAN

Visiting Instructor

**Program Courses:** Clinical & Community Mental Health

[angiehoffmanlpc@sbcglobal.net](mailto:angiehoffmanlpc@sbcglobal.net)

DAVID KOCH

Visiting Instructor

**Program Courses:** Addictions

[David.Koch@covenantseminary.edu](mailto:David.Koch@covenantseminary.edu)

RANDY MCLAREN

Visiting Instructor

**Program Courses:** Counseling Practicum

[Randy.McLaren@covenantseminary.edu](mailto:Randy.McLaren@covenantseminary.edu)

MARK POWERS

Visiting Instructor

**Program Courses:** Career Counseling

[Mark.Powers@covenantseminary.edu](mailto:Mark.Powers@covenantseminary.edu)

ASHLEY WILKINSON

Visiting Instructor

**Program Courses:** Counseling Practicum

[Ashley.wilkinson@covenantseminary.edu](mailto:Ashley.wilkinson@covenantseminary.edu)

DEANN YOUNT

Visiting Instructor

**Program Courses:** Community Mental Health & Counseling Children & Adolescents

[Deann.Yount@covenantseminary.edu](mailto:Deann.Yount@covenantseminary.edu)