



COUN9380: Doctoral Practicum
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2020

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Ph. D. CES Program

The mission of the Ph.D. in Counselor Education and Supervision program is to prepare, in a biblical call to service and ministry, competent counselor educators, supervisors, clinical practitioners, researchers, scholars, leaders, and advocates.

Purpose of Course

The Ph.D. Counselor Education and Supervision Internships provide students with an integration of academic course work and applied learning experiences. Students are expected to master course work considered essential to the doctoral level professional preparation of counselor leaders who seek to offer services consistent with a biblical worldview. This course will address the curriculum competency component of Christian Counseling in the Ph.D. Counselor Education and Supervision degree.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is a Mission focus. What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competency addressed in this course is Servant Leadership: To serve clients and the public effectively.

Course Description

This Practicum course provides supervised experiences in counseling. Students must participate in a supervised practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of the doctoral-level practicum experience is to be determined in consultation with the counselor education program faculty. Individual or triadic

supervision meetings with a faculty supervisor or a qualified supervisor, as well as regular group supervision meetings with a faculty supervisor are required.

Program Objective 1—Counseling: Students should be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings

Key Performance Indicator 1.1 The student will increase in their knowledge of counseling theory and application in practice of that theory, and in their knowledge of case conceptualization.

Signature Assignments:

Key Performance Indicators and Signature Assignments in COUN9380

Key Performance Indicator	Signature Assignments/Measures
KPI 1.1: Increase in knowledge of Counseling Theory & Case Conceptualization	CCS 2017 Case Presentation in Group Supervision

Students should be able to:

Course Objectives	Learning Experiences	Assessments
Counseling		
<p>Knowledge: 1. Critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, and ethically across diverse populations and settings, achieving a Meets Expectation or Exceeds Expectation by the end of the semester on the CCS 2017 3.D (Researches therapeutic intervention strategies that have been supported in the literature and research.) (CACREP 6.B.1.a, d, f)</p>	<p>Instruction: *Individual and Group Supervision sessions; *counseling experiences; *research pertaining to specific client cases.</p> <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>Course Assignments *Weekly Individual Supervision (1 hour), logged on <i>Tevera</i> *Group Supervision as scheduled, logged on <i>Tevera</i> *Accruing 300 clock hours, logged on <i>Tevera</i> *CCS 2017 at beginning and end of Internship. <i>Tevera</i></p>
<p>Knowledge: 1. Critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of</p>	<p>Instruction: *Individual and Group Supervision sessions; *counseling experiences; *research pertaining to specific client cases.</p>	<p>Course Assignments *Weekly Individual Supervision (1 hour), logged on <i>Tevera</i></p>

<p>psychopathology, and ethically across diverse populations and settings, achieving a Meets Expectation or Exceeds Expectation by the end of the semester on the CCS 2017 3.D (Researches therapeutic intervention strategies that have been supported in the literature and research.) (CACREP 6.B.1.a, d, f)</p>	<p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>*Group Supervision as scheduled, logged on <i>Tevera</i> *Accruing 300 clock hours, logged on <i>Tevera</i> *<u>CCS 2017</u> at beginning and end of Internship. <i>Tevera</i></p>
<p>Skills 1. demonstrate development of and ability to apply counseling skills and interventions that are targeted to meet client needs, achieving a Meets Expectations or Exceeds Expectations on the CCS 2017 3.D (Researches therapeutic invention strategies that have been supported in the literature and research); 3.E. (Demonstrates knowledge of counseling theory and its application in practice. CACREP 6.B.1.b, e</p> <p>2. increase ability to prepare comprehensive case presentations including a written treatment plan, and achieve a Meets Expectations or Exceeds Expectations on the CCS by the end of the internship. CACREP 6.B.1.c</p>	<p>Instruction *Individual and Group Supervision sessions; *counseling experiences; *practicing probes and question techniques with clients to obtain information necessary for a thorough case conceptualization. *Analysis of video sessions to evaluate techniques and skills used in probes. *Goal setting and review during Individual supervision after viewing early, then late video sessions.</p> <p>Readings As assigned by the Individual or Group Supervisor, pertaining to current cases.</p>	<p>Course Assignments *<u>PhD Practicum and Internship Goal Setting</u> (beginning of term)/Review (end of term) <i>Tevera</i> *<u>CCS 2017</u> completed by Supervisor at end of term. <i>Tevera</i> *Two Video sessions – student evaluation and Supervisor evaluation using the <u>Supervising Video Critique</u>. *<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i></p> <p>2. <u>Case Conceptualization</u> (includes a treatment plan) in Group Supervision, scored by the Case Conceptualization Rubric.</p>
<p>Professional Dispositions: Students will achieve a score of Meets Expectations or Exceeds Expectations on the CCS 2017 in each of the</p>	<p>Instruction: Individual and group supervision; feedback from clients; Annual Student Review (with Advisor/Chair).</p>	<p>*<u>CCS 2017</u> <i>Tevera</i> *<u>Annual Student Review</u> when course is in Spring Semester. <i>Tevera</i></p>

<p>following areas (CACREP 6.A.2.d):</p> <p>1. <u>Professionalism</u>: Behaves in a professional manner towards supervisors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. CACREP 2.B.1.; 6.A.2.d</p> <p>2. <u>Motivation</u>: Demonstrates engagement in learning and development of therapeutic competencies. CACREP 2.B.1; 6.B.1.a, b, d</p> <p>3. <u>Respectful of Cultural Differences</u>: Demonstrates respect for culture (e.g. race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. CACREP 2.B.1; 6.B.1.f</p> <p>4. <u>Self-Aware</u>: Demonstrates an awareness of his or her own belief systems, values, needs, and limitations (herein called “beliefs”) and the effect of “self” on his or her work with clients. CACREP 2.B.1; 2.C.</p>	<p>Readings: As assigned by the supervisors or selected by the student.</p>	
Counseling Focus: Assignments/Requirements & Description	Assessment	Due Date
<p><u>The Insurance Form</u> (NOBTS-1001) must be completed on <i>Tevera</i>, and a copy of current insurance verification must be uploaded to the <i>Tevera</i> class for the current semester. Maintaining current liability insurance throughout internships. CACREP 6.C.7</p>		<p>At beginning of term</p>

<p>Doctoral Practicum.Internship Plan</p>	 Doctoral Practicum.Internship P	
<p>Doctoral Practicum/Internship Agreement with location where counseling. These should be uploaded to the Tevera class for the current term, in the Counseling Section.</p>	 Doctoral Practicum.Internship A	
<p><u>Case Presentation in group supervision.</u> Every student is required to present at least one case during the semester in group supervision. The Group Supervisor will score the Case presentation using the Case Presentation & Conceptualization Rubric. Use Case Presentation Guide, which also includes a basic treatment plan, found on the <i>Blackboard</i> COUN9311 site to prepare your Case presentation.</p>	 Case Presentation Outline 2020.docx  Case Conceptualization Rub	<p>By end of term</p>
<p>Tevera Account All students must maintain an up-to-date Personal Profile on <i>Tevera</i>.</p>		<p>On-going</p>
<p><u>Clinical Internship 1 or 2 completion of hours</u> By the end of each Clinical Internship the student must have a total total minimum of 300 clock hours, with a total of 600 clock hours at the completion of both Internships. These hours should be logged on <i>Tevera</i>, in the weekly log. CACREP: 6.C.7</p>		<p>By the end of the term.</p>
<p><u>Weekly Individual Supervision</u> (1 hour), logged on <i>Tevera</i> *<u>Group Supervision as scheduled</u>, logged on <i>Tevera</i></p>		
<p>*<u>CCS 2017</u> at beginning and end of Internship. <i>Tevera</i> The CCS will be completed by the Individual Supervisor after viewing the first video of the student counseling. A review of the CCS 2017 should be the basis of setting goals for the term.</p>	 Counselor Competency Scale 20	
<p>*<u>PhD Practicum and Internship Goal Setting</u> (beginning of term)/Review (end of term) <i>Tevera</i> Goal setting should be completed within the first 3 weeks of the semester and reviewed to measure progress by the end of the semester.</p>	 PhD Practicum Internship Goals.pdf	<p>Weekly</p>
<p><u>Supervision Video Critique.</u> Two Video sessions (one at beginning of term, one at end of term) –student evaluation and Supervisor evaluation using the Supervision Video Critique.</p>	 SupervisionVideoCritique.pdf	

<p><u>PhD Student Evaluation of NOBTS Supervisors (Individual and Group) during the term. <i>Tevera</i></u></p>	 PhDStudentEvalofNOBTS Supervisors.pdf	
<p><u>Annual Student Review</u> when course is in Spring Semester. <i>Tevera</i>. Students will complete the Annual Student Review and prepare all required materials for the Review</p>	 NOBTS PhD Annual Student Review - Stud	<p>By March 1</p>

Textbooks

Required Readings: As agreed upon in student plan for Practicum with strategy to improve skills identified by student and supervisor.

Course Teaching Methodology

The course will involve the following methods of instruction: assigned readings, individual and group supervision, documentation and record keeping, and case presentations.

Each student will develop a plan of Practicum with their Individual Supervisor before beginning the Practicum.

Evaluation of Grade

The student's grade will be computed as follows:

P = Pass

F = Fail

I = Incomplete

Course Policies

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Professor’s Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student’s Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Help for Writing Papers at “The Write Stuff”

“The Write Stuff” is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.445 5 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.859 0	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.445 5 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.445 5 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.809 1	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.800 3	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.818 0	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.818 0	nobts.blackboard.com
Library	library@nobts.edu	504.816.801 8	www.nobts.edu/Library
Online Library	library@nobts.edu	504.816.801	http://www.nobts.edu/research-

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Selected Bibliography

- Baird, B. N. (2013). *Internship, practicum, and field placement handbook* (7th ed). Pearson Publishing Company.
- Boylan, J. C. & Scott, J. (2008). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy*. Brunner-Routledge Publishers.
- Friedman, D., & Kaslow, N. J. (1986). *The development of professional identity in psychotherapists: Six stages in the supervision process*. In F. W. Kaslow (Ed.), *Supervision and training: Models, dilemmas and challenges*, 29-50. Haworth Press.
- Hodges, S. (2011). *The counseling practicum and internship manual: A resource for graduate counseling students*. Springer Publishing Company.
- Mitchell, R. (2001). *Documentation in counseling records*. American Counseling Association.
- Pipher, M. (2003). *Letters to a young therapist*. New York: Basic Book.
- Russell-Chaplin, L. A., Sherman, N. E., & Ivey, A. E. (2016). *Your supervised practicum and internship: Field resources for turning theory into action* (2nd ed). Routledge.