



COSR9306

Supervised Reading Colloquium: Leadership and Advocacy in Counseling

New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Spring 2018

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Purpose and Description

The purpose of this PhD reading colloquium is to read broadly in the area of leadership and service to the counseling profession and ensure that students are informed about current developments within the counseling profession. Professional, ethical, and social advocacy issues also are addressed in the readings.

Core Value Focus

The seminary has five core values.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in

His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.

Characteristic Excellence: 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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The Core Value Focus for this academic year is *Spiritual Vitality*.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. *Biblical Exposition:* to interpret and communicate the Bible accurately.
2. *Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.
3. *Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. *Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.
5. *Servant Leadership:* To serve churches effectively through team ministry.
6. *Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.
7. *Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are: *Interpersonal Skills* and *Servant Leadership*.

CACREP Curricular Content: 2016 Standard

- Theories and skills of leadership 6.B.5.a
- Leadership and leadership development in professional organizations 6.B.5.b
- Leadership in counselor education programs 6.B.5.c
- Knowledge of accreditation standards and processes 6.B.5.d
- Leadership, management, and administration in counseling organizations and other institutions 6.B.5.e
- Leadership roles and strategies for responding to crises and disasters 6.B.5.f
- Strategies of leadership in consultation 6.B.5.g
- Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession 6.B.5.h
- Role of counselors and counselor educators advocating on behalf of the profession and professional identity 6.B.5.i
- Models and competencies for advocating for clients at the individual, system, and policy levels 6.B.5.j
- Strategies of leadership in relation to current multicultural and social justice issues 6.B.5.k
- Ethical and culturally relevant leadership and advocacy practices 6.B.5.l

Student Learning Outcomes

Colloquium members will grasp the larger scope of Leadership and Advocacy in the counseling profession in its various expressions. By understanding these content areas, members will be better prepared for teaching and research in the field of counseling. Students will understand theories and skills of leadership; advocacy models; current multicultural issues as they relate to social change theories; models, leadership roles, and strategies for responding to community, national, and international crises and disasters; current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession; and biblical teaching as related to leadership.

Required Textbooks and Readings

The following texts are required reading for class discussions and are to be read in their entirety.

Blanchard, K. and Hodges, P. (2016). *Lead like Jesus revisited*. Nashville, TN: Thomas Nelson.

Calley, N., & Hawley, L. (2008). The professional identity of counselor educators. *Clinical Supervisor*, 27, 3-16.

Chang, C., Barrio-Minton, C., Dixon, A., Myers, J., Sweeney, T. (eds.). (2012). *Professional counseling excellence through leadership and advocacy*. New York: Routledge.

Chang, Catherine Y.; Crethar, Hugh C.; Ratts, Manivong J. (2010). *Social Justice: A*

National Imperative for Counselor Education and Supervision. *Counselor Education & Supervision*, 50(2), 82.

Dollarhide, C. T., Gibson, D. M., & Moss, J. M. (2013). Professional identity development of counselor education doctoral students. *Counselor Education & Supervision*, 52, 137-150.

Drebing, C. (2016). *Advocating for others: A pocket resource for peer specialists and counselors*. Holliston, MA: Alderson Press.

Herr, E., Heitzmann, D., Rayman, J. (2010). *The professional counselor as administrator: Perspectives on leadership and management of counseling services across settings*. New York: Routledge.

Lee, C. (2007). Social justice: A moral imperative for counselors. (ACAPCD-07). Alexandria, VA: American Counseling Association.
<https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-07.pdf>

MacArthur, J. (2010). *Called to lead: 26 leadership lessons from the life of the apostle Paul*. Nashville, TN: Thomas Nelson.

Myers, J. (2002). Advocacy for counseling and counselors: A professional imperative. *Journal of Counseling & Development*, 80(4), 394-402.

Ratts, M. (2010). *ACA advocacy competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.

West, J., Bubenzer, D., Osborn, C. (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Bruner-Routledge.

Assignments

1. Read the required texts in their entirety. Be prepared to respond to objective questions about the content of the assigned books even if you are not responsible for leading the discussion on a particular book. Members are responsible for taking initiative in the group discussion, demonstrating comprehension and application of the texts. Evidence of reading the material must be clearly demonstrated during class. It is the student's responsibility to speak up and make evident his/her knowledge and application of the material in the class meeting(s). It is not sufficient to comment on other student's observations. A lack of original contribution to the discussion may be viewed as poor preparation on the student's part and will result in a failing grade for the course. **30%**

2. For each book, one member from the group will be assigned to lead our discussion of the text. The leader will be responsible for providing a brief summary of the book, offering an insightful critique, and leading the group discussion of the book. **30%**
3. Prepare a summary / critique of each of the books on the reading list. **Critiques are due the Wednesday before the Friday colloquium meeting uploaded to the course Blackboard shell.** The specific division of the readings will be distributed as a separate document. In case of technical difficulty with the upload, email submission to the professor is acceptable as a backup. Critiques should contain (1) identification of key themes or ideas, (2) points of personal agreement and disagreement with the author(s) (3) significance of the book to the counseling field, (4) critique of the overall work. These reviews should be typed in 12 Times New Roman. Other fonts will not be accepted. If you come to class unprepared, you will be given a failing grade. An extension of 3 days may be granted once by the department under extenuating circumstances. In order to receive an extension you must present your request in writing to the professor on or before the class meeting. **40%**

TOTAL (100%)

Course Meeting Dates and Format

The colloquium will meet three times on ***Feb 9; March 9, April 27 from 7-9 PM***. Students may attend the meeting in person in the assigned room on the NOBTS campus in New Orleans. Students may also choose to attend the meeting online via BlueJeans video conferencing connection.

Attendance at the course meeting is required. Because of the nature of the course, no absences are allowed.

Students who plan to attend via BlueJeans must notify the professor in advance of the course meeting. It is the student's responsibility to secure a high-speed, stable (preferably hard-wired) internet connection on a computer or other device capable of video conferencing using the free BlueJeans app or accessing the meeting through a web browser. Use of headphones or ear buds with a mic is preferred for sound quality. Be mindful of any streaming restrictions that may be imposed by your chosen internet provider; the class meets for six hours.

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.D.6)

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.

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](#).

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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations (CACREP 2.D.6)

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 (CACREP 1.J)

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.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct (CACREP 1.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

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. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance (CACREP 1.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help

site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment.

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS services available to all students, no matter your delivery system or location. If you have questions or need more information than you see here, please refer to www.nobts.edu/student-services, contact us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283.

Advising - Graduate	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/student-services/graduate-advising.html
Advising - Undergraduate	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Dean of Students	deansec@nobts.edu	504.282.4455, ext. 3283	www.nobts.edu/dean-of-students
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financial-aid
Gatekeeper	pr@nobts.edu	504.816.8003	www.nobts.edu/gatekeeper
Graduate Dean	graddeanasst@nobts.edu	504.282.4455, ext. 3327	www.nobts.edu/graduate-program/welcome.html
Information Technology Center	itcsupport@nobts.edu blackboardhelpdesk@nobts.edu	504.816.8180	selfserve.nobts.edu nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Guest Housing	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
PREP finances program	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/lmccc
Undergraduate Dean	lcadminasst@nobts.edu	504-282-4455, ext. 3366	www.nobts.edu/LeavellCollege
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women
Writing Center	writingcenter@nobts.edu	504.816.8193	www.nobts.edu/writing

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



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