



Doctoral Internship 1 COUN9390 & Doctoral Internship 2 COUN9391
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Spring 2017

Professor Name
Rank
Office
Phone
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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.*

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. These courses will address the curriculum competency component of Christian Counseling in the Ph.D. Counselor Education and Supervision degree.

Our Core Values

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 _____. 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 Addressed

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 Catalog Description

The Doctoral Internships provide supervised experiences in teaching, supervision, leadership and advocacy, counseling, and research and scholarship. Each student develops the internship program according to the areas identified by the student and advisor that are necessary for comprehensive preparation as a counselor educator and supervisor and that are relevant to the specific career goals of each student. Each Doctoral Internship requires a total of 300 hours of work experience in the professional areas selected by the student, and 120 hours of the 300 hours must constitute direct service to clients, students, supervisees, or professionals. 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. The internship offers psychosocial support, role modeling, and professional development in counselor education and supervision.

Student Learning Outcomes

1. Apply supervision theory and skills to clinical supervision;
2. Demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes;
3. Critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling;
4. 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;
5. Provide leadership and advocacy within the profession and on behalf of its clientele;
6. Integrate faith and spirituality into counselor education and supervision in an ethical manner.

These objectives will be completed through the five domains that make up the NOBTS doctoral counseling internship: (a) teaching, (b) supervision, (c) research, (d) advocacy, and (e) leadership. A plan to meet these goals will be developed jointly by the student and the faculty advisor.

Ph.D. Internship Choices

Please see Tables below for detailed information about the different internship tracks:

<p>CATEGORY I: If you are a licensed mental health professional you have the following option(s) to fulfill your internship requirements by completing 3 (200 clock hours each) of the 4 choices in the Internships (a total of 600 hours).</p>	<p>CATEGORY II: If you are not a licensed mental health professional (this includes being in a residency or intern status of licensure), you have the following options to fulfill your internship requirement by completing 3 of the 5 choices in the Internships (a total of 600 hours). Ph.D. Counselor Education and Supervision students at NOBTS are required to meet licensure requirements for the state they are working in before graduation.</p>
<p>1. Teaching (minimum 100 clock hours) teaching in a post-secondary counseling educational program.</p> <p>2. Supervision (minimum 100 clock hours) providing supervision to counselors-in-training or a post-master’s graduate seeking state licensure.</p> <p>3. Leadership & Advocacy (minimum 100 clock hours) participating in the leadership of a professional organization and in professional activities such as attendance of professional conferences and presenting at professional conferences. And/Or Providing leadership in organizing and facilitating new counseling student process groups at NOBTS And/Or Working in an agency for social justice, including completing a program evaluation for the agency.</p> <p>4. Research (minimum 100 clock hours) Submission of a manuscript for publication as lead author in a professional journal and participating in at least 1 research project.</p>	<p>1. Counseling Up to 50% (300 onsite hours including 120 direct client hours) providing counseling services to clients (a clinical internship) AND 2 of the following:</p> <p>2. Teaching A minimum of 25% (150 clock hours) in a post-secondary counseling or related educational program.</p> <p>3. Supervision A minimum of 25% (150 clock hours) providing supervision to counselors-in-training.</p> <p>4. Leadership & Advocacy A minimum of 25% (150 clock hours) participating in leadership in a professional organization and in professional activities such as attendance of professional conferences and presenting at professional conferences. And/Or Providing leadership in organizing and Facilitating new student process groups at NOBTS And/Or Working in an agency for social justice, including completing a program evaluation for the agency.</p> <p>5. Research A minimum of 25% (150 clock hours) Submission of a manuscript for publication as lead author in a professional journal.</p>

Student Learning Objectives:

Upon successful completion of these courses, the student will:

1. continue to develop a counselor identity by acquiring experience in three of the following areas of focus:
 - a. Counseling
 - b. Supervision
 - c. Teaching
 - d. Research and scholarship
 - e. Leadership and advocacy

2. engage in collaborative discussion with their Supervisor of midterm evaluations of competencies, in developing an action plan to sustain growth, and addressing any scores that are below competency levels in their area(s) of focus.

3. complete the minimum following objectives in the chosen areas of focus:

CACREP Standard	Area of Focus	Student Learning Objective	Measure
C.7 C.8 C.9 B.1.b	Counseling	<p>A. a minimum of 300 direct client hours</p> <p>B. Individual or triadic supervision 1 hour per week (15 weeks) Can be completed with Individual supervision with faculty or Board Approved supervisor.</p> <p>C. Group supervision on a regular schedule with other students throughout the Internship, with a faculty member.</p> <p>D. Demonstrate development of counseling skills and interventions that are targeted to meet client needs.</p> <p>E. Increase in ability to assess recorded counseling sessions and prepare a comprehensive case presentation including a written treatment plan.</p> <p>F. Improvement from beginning to final evaluations of competencies with all scores at or above competency levels.</p>	<p>A. Log of 300 hours</p> <p>B. Signed (Faculty) Attendance log for supervision (15 weeks)</p> <p>C. Signed (Faculty) Attendance log for group supervision.</p> <p>D. Two written case conceptualizations (redacted) highlighting new skills and/or interventions that meet the client’s needs, measured by the Case Conceptualization Rubric.</p> <p>E. Growth in treatment planning shown by 2 Treatment plans, measured by the Treatment Plan Rubric</p> <p>F. Demonstration of sustained improvement from midterm to final evaluations of competencies (CCS-R) with all scores at or above competency levels.</p>
	Supervision	A. Supervise Master-level Students in COUN6380, COUN6390 or COUN6391, for one of three trimesters: January-May 15; or May 16-August 15; or August 16-	A. Self- Supervisor Evaluation, Supervisor of Supervision Evaluation, and Evaluations by

<p>B.2.d B.2.e B.2.f B.2.g</p> <p>C.7 C.8 C.9</p>		<p>December 20, for individual or triadic supervision for one hour a week.</p> <p>B. Follow all guidelines for individual supervision at the LMCCC and maintain all required paperwork, policies and procedures.</p> <p>C. Lead one group supervision group weekly for one of the three trimesters: January-May 15; or May 16-August 15; or August 16-December 20, for one and one half hours a week, following all procedures.</p> <p>D. Attend 1 hour individual or triadic supervision a week, and group supervision according as scheduled.</p>	<p>participating students at the end of the semester.</p> <p>B. Clinical Director or Associate Clinical Director will observe at least two supervision sessions each semester and evaluate.</p> <p>C. Student will bring at least one supervision case study to Ph.D group supervision group during the semester.</p> <p>*Log all hours related to this area of focus.</p>
<p>B.3.a</p> <p>B.3.d</p> <p>B.3.g</p> <p>C.7 C.8 C.9</p>	<p>Teaching</p>	<p>A. Co-teach one master's level course with counseling program faculty. Complete the following while co-teaching:</p> <ul style="list-style-type: none"> *Assist in the development of lesson planning and classroom activities. *Conduct an experiential activity, including facilitation of post-activity content and process questions. *Recognize how class objectives align with CACREP requirements. *Demonstrate ability to effectively evaluate and provide feedback to students. *Incorporate technology as a supportive instructional delivery system. <p>And/or</p> <p>B. Teach one undergraduate or master's level counseling related course upon completion of the THM degree, if invited by faculty to teach a course.</p>	<p>A. Co-teaching professor will evaluate student's completion of learning objectives with Teaching Rubric.</p> <p>B. Committee chair will evaluate student's teaching via live observation or video observation 2 times during the semester, and evaluate with rubric.</p>

		C. Attend 1 hour individual or triadic supervision a week, and group supervision according as scheduled.	C. Log all hours related to this area of focus.
B.4.h B.4.a B.4.e B.4.f B.4.j C.7 C.8 C.9	Research & Scholarship	A. Submission of a manuscript for publication as the lead author in a professional journal. B. Participate in at least 1 research project affiliated with the counseling program (i.e. collaborating with faculty or peers in consultation with program committee). Examples include: Action-based research Program Evaluation Grant development Needs assessment Accreditation Evaluation and Coordination C. Attend 1 hour individual or triadic supervision a week, and group supervision according as scheduled.	A. Evaluation of the manuscript, and submission process completed. B. Evaluation of the research project. *Log all hours related to this area of focus.
B.5.b	Leadership & Advocacy (Choose one) Leadership in Professional Organizations Or	Leadership in Professional Organizations A. Volunteer for a position on a professional organization board, or submit name for election, and serve in a position (serve on a task force, a counseling-related committee, lead as an officer) B. Attend a minimum of 2 professional conferences (Example: NOBTS Christian Counseling Conference (fall) or Ouachita Christian Counseling Conference (spring), plus one state or national professional conference. C. Present or co-present at a professional conference.	Leadership in Professional Organizations A. Report activities regularly in Group Supervision, and submit a written report at end of semester of activities and personal experience of service. B. Submit a written report of professional conferences attended, with an evaluation of the program and conference in general, along with recommendations of how to improve the conference. C. Submit a written report of the experience of presenting at the conference.

B.5.c	Leadership Facilitating Groups Or	Leadership Facilitating Groups A. Facilitate two new counseling student process groups, maintaining group process notes and providing recommendations to new students and the clinical director (at end of the semester) for personal counseling work to enhance counselor-personal-development. B. Maintain here-and-now focus in group and utilize immediacy. C. Monitor and modify leadership style in response to stages of group development and interpersonal dynamics.	Leadership Facilitating Groups A. Lead counseling students to complete an evaluation of the process groups and the organization of the groups. B. Complete a self-evaluation of personal leadership of the groups.
B.5.e B.5.j C.7 C.8 C.9	Advocacy for Social Justice Issue	Advocacy for Social Justice Issue Provide leadership in a program such as the Families of Hope (LMCCC) or in an agency such as the Baptist Friendship House or other non-profit agency. Complete a program evaluation to enhance the program of the agency. C. Attend 1 hour individual or triadic supervision a week, and group supervision according as scheduled.	Advocacy for Social Justice Issue Log activities and responsibilities related to volunteer or leadership work in the agency. Attend any necessary training for working with this social justice issue. Completed program evaluation will be evaluated by the Program Evaluation Rubric. *Log all hours related to this area of focus.

Textbooks

Required Readings: As agreed upon in student plan for Internship

Course Requirements

Reading, lecture notes, discussion, reflections, research, teaching, leadership tasks, Blackboard, presentations, and other related tasks will be employed in this course of study. Each student will develop a plan of Internship with their Advisor or Committee Chair before enrolling in the Internship.

Course Requirements

1. **Read completely the NOBTS Ph.D. Practicum/Internship Manual.**
2. **Maintaining current liability insurance throughout the internship.** A copy of current insurance verification must be on file in the Counseling Office.
3. **Session Observation:** Make necessary arrangements so your required sessions/classes can be observed by your individual supervisor or chair.
4. **Case Presentation in group supervision.** Every student is required to present at least one case during the semester in group supervision. Every student is required to present at least one case during the semester in group supervision.
5. **Attendance of Group Supervision at regularly scheduled sessions.** Students are expected to pursue group supervision and to adjust their schedules accordingly.
6. **Individual Supervision attendance once a week:** Individual Supervisors will be assigned to the student, or the study may meet with their Board Approved Supervisor. Individual supervision with faculty will be triadic (two students, 1 supervisor).
7. **Time2Track Verification Reports** must be submitted weekly on Time2Track by each student and a printed report turned in at the end of Internship 1 or Internship 2. Students are expected to submit their hours weekly, and may be penalized by the loss of direct hours if they do not submit weekly. When moving from Practicum to Internship 1, the student **MUST** change their Internship Title level on Time2Track to Internship 1. If working at the LMCCC, the LMCCC will pay for Time2Track for the first year subscription.
9. **Evaluations at end of each Internship.** All assignments and evaluations must be completed at the end of the Internship.

Evaluation of Grade

Evaluation of Grade

The student's grade will be computed as follows:

P = Pass

F = Fail

I = Incomplete

Course Policies

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"

This 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 Turabian and 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/studentervices/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.

Selected Bibliography

Baird, B.N. (2010). *Internship, practicum, and field placement handbook*. (6th ed). Pearson Publishing Company.

Boylan & Scott. (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. New York: Haworth Press.

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

Pipher, M. (2003). *Letters to a young therapist*. New York: Basic Book.

Russell-Chaplin, N.E., (2016.) Ivey, S., & Ivey, A. *Your supervised practicum and internship: Field resources for turning theory into action*.(2nd Ed). NY: Routledge