



ANSWERING GOD'S CALL

**Doctoral Internship 1 COUN9390
& Doctoral Internship 2 COUN9391**
New Orleans Baptist Theological Seminary
Division of Counseling
Spring 2021

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

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.

Program Objectives:

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.

Program Objective 2--Supervision: Students should be able to apply supervision theory and skills to clinical supervision.

Program Objective 3--Teaching: Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

Program Objective 4--Research and Scholarship: Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

Program Objective 5--Leadership and Advocacy: Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

Course Objectives and Assignments are grouped by the five areas of focus. One Internship will consist of one the five areas of focus, and the other Internship will consist of two areas of focus not previously studied. During the semester of two areas of focus, the student must complete 60 direct hours and 150 Indirect hours in each area. In both Internship 1 and 2 the area(s) of focus must be clearly identified, and all assignments related to each area must be completed. Any assignments not completed or poorly completed will result in a Fail rather than a Pass grade.

Key Performance Indicators and Signature Assignments in COUN9390-COUN9391

Key Performance Indicator	Signature Assignments/Measures
KPI 1.1: Increase in knowledge of Counseling Theory & Case Conceptualization	CCS 2017 Case Presentation in Group Supervision
KPI 2.1: Increase knowledge and skills in structuring supervisory sessions addressing session content, and demonstrating application of theory & practice.	Evaluation of Supervisor's Skills and Techniques
KPI 3.1 Increase skills and knowledge in teaching methodology, use of visual aids, vocal skills, ability to select essential content, utilize effective resources, and utilize the best methods of presentation delivery	Two Videos of teaching (one at beginning of the course, one at the end of the course.) Evaluation of Class Lectures Rubric
KPI 4.1 Increase in knowledge of program evaluation and in the ability to design a program evaluation	Report about a program evaluation and the Program Evaluation Rubric
KPI 5.1 Increase in ability to prepare and present at two professional meetings during the CES program, and in leadership and advocacy skills.	Professional Presentation and Evaluation of Presentation

Professional Dispositions	CCS 2017 Measurement of Professionalism, Motivation, Respectfulness of Cultural Differences, and Self-awareness.
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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.

*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> *<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</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.</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>.</p>

<p>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>*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>*<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 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</p>	<p>Instruction: Individual and group supervision; feedback from clients; Annual Student Review (with Advisor/Chair).</p> <p>Readings: As assigned by the supervisors or selected by the student.</p>	<p>*<u>CCS 2017 Tevera</u> *<u>Annual Student Review</u> when course is in Spring Semester. <i>Tevera</i></p>

<p>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>		
Counseling Focus: Assignments/Requirements & Description	Assessment	Due Date
<p>The Insurance Form (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 <i>Tevera</i> 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 Rut	<p>By end of term</p>
<p><i>Tevera</i> 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 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</u> as scheduled, logged on <i>Tevera</i></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.	 Counselor Competency Scale 20'	
* <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.	 PhD Practicum Internship Goals.pdf	Weekly
<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.	 SupervisionVideoCritique.pdf	
<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i>	 PhDStudentEvalofNO BTSSupervisors.pdf	
<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	 NOBTS PhD Annual Student Review - Stud	By March 1

Program Objective 2--Supervision: Students should be able to apply supervision theory and skills to clinical supervision.

Key Performance Indicator 2.1: Students will increase knowledge and skills in structuring supervisory sessions, addressing session content, and demonstrating application of theory and practice.

Course Objectives	Learning Experiences	Assessments
Supervision		
Knowledge: 1. Increase knowledge of supervision theory CACREP 6.B.2.a, b, c, e, f, g, h, i, j, k	Instruction: *Individual and Group Supervision sessions; *Individual and group supervising experiences;	Course Assignments *Self-Evaluation of Supervisor's Skills & Techniques: Pretest and Posttest. <i>Blackboard</i>

	<p>*research pertaining to specific supervisee's cases</p> <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>*PhD Practicum and Internship Goal Setting (beginning of term)/Review (end of term) <i>Tevera</i></p> <p>*Weekly Individual Supervision (1 hour), logged on <i>Tevera</i></p> <p>*Group Supervision as scheduled, logged on <i>Tevera</i></p> <p>*Accruing 150 clock hours, or 300 clock hours in supervision learning and work, logged on <i>Tevera</i></p> <p>*One Supervision Case Presentation presented in Group Supervision</p> <p>*One <u>Case Conceptualization</u> related to a counseling client (written) in Group Supervision (unless student is not currently counseling). <i>Blackboard</i></p> <p>*<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i></p>
<p>Skills</p> <p>1. Students will increase skills in:</p> <p>a. structuring supervisory sessions,</p> <p>b. addressing session content, and</p> <p>c. demonstrating application of theory and practice.</p> <p>CACREP 6.B.2.d</p>	<p>Instruction:</p> <p>*Analysis of video sessions to evaluate techniques and skills used in probes.</p> <p>*Goal setting and review during Individual supervision after viewing early, the late, video sessions.</p>	<p>*<u>CCS 2017</u> at beginning and end of Internship. <i>Tevera</i></p> <p>*2 videos (1 at beginning; 1 close to end of term), with <u>Evaluation of Supervisor's Skills & Techniques</u> for each. <i>Tevera</i></p> <p>*Student (supervisees) <u>Evaluation of Supervisor's Skills & Techniques</u> at the end of the term. <i>Tevera</i></p>
<p>Professional Dispositions</p> <p>Students will achieve a score of Meets Expectations or Exceeds Expectations on the CCS 2017 in each of the following areas (CACREP 6.A.2.d):</p>	<p>Instruction: Annual Student Review (with Advisor/Chair).</p> <p>Readings: As assigned by the supervisors or selected by the student.</p>	<p>*<u>CCS 2017</u> at end of term</p> <p>*<u>Annual Student Review</u> when course is in Spring Semester. <i>Tevera</i></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>		
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Supervision 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>		At beginning of term
<p>Tevera Account All students must maintain an up-to-date Personal Profile on <i>Tevera</i>.</p>		On-going

<p><u>Plan for Supervision:</u> This document gives information on where you will be doing the supervision, what type of supervisee you will have, how frequently you will meet with the supervisee. <i>Tevera</i></p>	<p>xx</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>	<p> Counselor Competency Scale 20`</p>	
<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>	<p> PhD Practicum Internship Goals.pdf</p>	
<p>One <u>Supervision Case Presentation</u> presented in Group Supervision. Every student is required to present at least one case during the semester in group supervision.</p>		
<p><u>One Case Conceptualization for a client you see.</u> (Written). The Group Supervisor will score the Case presentation using the Case Presentation & Conceptualization Rubric. Use Case Presentation Guide found on the <i>Blackboard</i> COUN9311 site to prepare your Case presentation.</p>	<p> Case Presentation Outline 2020.docx</p> <p> Case Conceptualization Rut</p>	
<p><u>Self-Evaluation of Supervisor's Skills & Techniques:</u> Pretest and Posttest. <i>Blackboard</i>. The student will evaluate self pre and post, and the Individual Supervisor will evaluate the student at the end of the semester (after viewing the video at the end of the semester).</p>	<p> Evaluation of Supervisor Skills an</p>	
<p><u>Evaluation of Supervisor's Skills and Techniques</u> from two videos of Supervision sessions—one at the beginning and one near the end of the term. <i>Tevera</i>.</p>		

	 SupervisionVideoCritique.pdf	
Supervisee's Student <u>Evaluation of Supervisor's Skills & Techniques</u> at the end of the term. <i>Tevera</i> . Student will aggregate results if more than one supervisee.		
<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i>	 PhDStudentEvalofNOBTSSupervisors.pdf	
<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	 NOBTS PhD Annual Student Review - Stud	By March 1

Program Objective 3--Teaching: Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

Key Performance Indicator 3.1: Students will increase their skills and knowledge in teaching methodology, use of visual aids, vocal skills, ability to select essential content, utilize effective resources, and utilize the best methods of presentation delivery

Course Objectives	Learning Experiences	Assessments
Teaching		
Knowledge:	Instruction:	Course Assignments

<p>1. Student will increase knowledge in teaching methodology, essential content, effective resources, and the best methods of presentation delivery CACREP 6.B.3.b, d, e, g, h</p>	<ul style="list-style-type: none"> *Individual and Group Supervision sessions; *Teaching experiences; *research pertaining to specific preparation for teaching the assigned class *Review and analysis of two teaching sessions. *Goal setting and review <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<ul style="list-style-type: none"> *Develop or assist in the development of lesson planning and classroom activities. Discuss lesson plan and activities with Individual Supervisor. *Video of two teaching sessions—one at the beginning and one near the end of the term—share with Individual Supervisor. Individual Supervisor will use <u>Evaluation of Class Lectures Rubric</u> <i>Tevera</i> *PhD Practicum and Internship Goal Setting (beginning of term)/Review (end of term) <i>Tevera</i> *Weekly Individual Supervision (1 hour), logged on <i>Tevera</i> *Group Supervision as scheduled, logged on <i>Tevera</i> *Accruing 150 or 300 clock hours in supervision learning and work, logged on <i>Tevera</i> *One Presentation identifying an area of growth as a teacher—presented in Group Supervision *1 <u>Case Conceptualization</u> for counseling client (written) in Group Supervision (unless student is not currently counseling) Blackboard *<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i>
<p>Skills Students will increase skills in ability to 1. select essential content,</p>	<p>Instruction:</p> <ul style="list-style-type: none"> *Individual and Group Supervision sessions; *Teaching experiences; *Research pertaining to 	<ul style="list-style-type: none"> *2 videos (1 at beginning; 1 close to end of term). Professor will use <u>Evaluation of Class Lectures Rubric</u> for each.

<p>2. utilize effective resources, 3. utilize the best methods of presentation delivery, And If teaching an online class: 5. utilize effective approaches for online instruction. CACREP 6.B.3. b, d, e, g, h,</p>	<p>specific preparation for teaching the assigned class; *Self-evaluations; *Video review and analysis; *Goal setting and review during Individual supervision after viewing early, then late video sessions. Readings: Readings are as assigned by supervisor and/or chosen by student</p>	
<p>Professional Dispositions Students will achieve a score of Meets Expectations or Exceeds Expectations on the CCS 2017 in each of the following areas (CACREP 6.A.2.d): 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 2. <u>Motivation</u>: Demonstrates engagement in learning and development of therapeutic competencies. CACREP 2.B.1; 6.B.1.a, b, d 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>Instruction: Annual Student Review (with Advisor/Chair); video reviews Readings: As assigned by the supervisors or selected by the student.</p>	<p>*<u>CCS 2017</u> at end of term <i>Tevera</i> *<u>Annual Student Review</u> when course is in Spring Semester <i>Tevera</i></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>		
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Teaching 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>		At beginning of term
<p>Tevera Account All students must maintain an up-to-date Personal Profile on <i>Tevera</i>.</p>		On-going
<p><u>Plan for Teaching</u>: This document gives information on where you will teach, the title of the course, what delivery method is being used, and who your Individual Supervisor is. If teaching at NOBTS, your Individual Supervisor may be a professor that is assigned as your mentor in the Ph.D teaching program—this is usually the professor who is responsible for the class you are teaching. If teaching at another college or university, it may be a professor there. In that case they will need to be oriented by the Ph. D. Individual Supervisor assigned during the semester you teach. <i>Tevera</i></p>	xx	
<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>		By the end of the term.
<p><u>Weekly Individual Supervision</u> (1 hour), logged on <i>Tevera</i> *<u>Group Supervision</u> as scheduled, 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>*PhD Practicum and Internship Goal Setting (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	Weekly
<p>One <u>Presentation</u> in Group Supervision identifying an areas of growth as a teaching and the plan for growth. Every student is required to present at least one time during the semester in group supervision.</p>		
<p>One <u>Case Conceptualization</u> for a client you see. (Written). The Group Supervisor will score the Case presentation using the Case Presentation & Conceptualization Rubric. Use Case Presentation Guide found on the <i>Blackboard</i> COUN9311 site to prepare your Case presentation.</p>	 Case Presentation Outline 2020.docx  Case Conceptualization R	
<p>Develop or assist in the development of lesson planning and classroom activities. Discuss lesson plan and activities with Individual Supervisor. Record completion on <i>Tevera</i>.</p>		
<p>Video of two teaching sessions—one at the beginning and one near the end of the term—share with the Individual Supervisor. The Evaluation of Class Lectures Rubric will be used for evaluation. <i>Tevera</i></p>		
<p><u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i></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 -	By March 1

Program Objective 4--Research and Scholarship: Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling

Key Performance Indicator 4.1: Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

Course Objectives	Learning Experiences	Assessments
<p>Research and Scholarship</p> <p>Knowledge: Students will</p> <p>1. increase in their knowledge of the process of submitting a manuscript for publication as the lead author in a professional journal.</p> <p>OR</p> <p>2. increase in their knowledge of program evaluation by participating in at least 1 research project affiliated with a counseling related program or agency Examples include: Action-based research (The Action Research Rubric used for scoring). Program Evaluation (The Program Evaluation Rubric used for scoring). Grant development (The Grant Development Rubric used for scoring) Accreditation Evaluation and Coordination (The Accreditation Evaluation and/or Coordination Project plan and Evaluation used for scoring). CACREP 6.B.4.a, b, e, f, g, h, j, k, l</p>	<p>Instruction: *Individual and Group Supervision sessions; *experiences; *research pertaining to writing a manuscript for publication *process of submitting the research manuscript *planning and executing a program evaluation *Goal setting and review during Individual supervision.</p> <p>Readings: Readings are assigned by supervisor and/or chosen by student</p>	<p>Course Assignments *Submission of the <u>Research and Scholarship Plan</u> to Individual Supervisor *Submission of a manuscript for publication as the lead author in a professional journal.</p> <p>OR</p> <p>2. Full report of selected research project affiliated with a counseling related program or agency. *Weekly Individual Supervision (1 hour), logged on <i>Tevera</i> *Group Supervision as scheduled, logged on <i>Tevera</i> *Accruing 150 or 300 clock hours in supervision learning and work, logged on <i>Tevera</i> *1 Presentation in Group Supervision of work being done (Manuscript or research) *1 Counseling <u>Case Conceptualization</u> (written) in Group Supervision for the term (unless student is not counseling at the time). Blackboard *<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term.</p>
<p>Skills Students will increase in their ability (skill) to</p> <p>1. Submit a manuscript for publication in a professional journal</p> <p>OR</p>	<p>Instruction: *Individual and Group Supervision sessions; *Teaching experiences; *research pertaining to specific preparation for teaching the assigned class.</p>	<p>*<u>PhD Practicum and Internship Goal Setting/Review</u> (Identify what journal will receive the submission; Identify what research the student will be</p>

<p>2. design and execute one of the following: Action-based research Program Evaluation Grant development Accreditation Evaluation and Coordination CACREP 6.B.4.a, b, c, e, f, g, h, j, k, l.</p>	<p>*Self-evaluations; *Video review and analysis.</p> <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>basing the article from. <i>Tevera</i> *Submission of final article submitted to professional journal and proof of submission. OR *Submission of the plan for Action-based Research or Program Evaluation or Grant development, or Accreditation Evaluation and Coordination. *Submission of final report from completed research.</p>
<p>Professional Dispositions Students will achieve a score of Meets Expectations or Exceeds Expectations on the CCS 2017 in each of the 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</p>	<p>Instruction: Annual Student Review (with Advisor/Chair); video reviews</p> <p>Readings: As assigned by the supervisors or selected by the student.</p>	<p>*<u>CCS 2017</u> at end of term. <i>Tevera</i> *<u>Annual Student Review</u> when course is in Spring Semester. <i>Tevera</i></p>

<p>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>		
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Research and Scholarship Focus: Assignments/Requirements & Description	Percentage	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>		At beginning of term
<p>Tevera Account All students must maintain an up-to-date Personal Profile on <i>Tevera</i>.</p>		On-going
<p><u>Plan for Research and Scholarship</u>: This document gives information on the research you will use to prepare a manuscript for submission to a professional journal; which professional journal you plan to submit the article <i>Tevera</i>; OR A description of the research project you will be doing. This could be Action Research, Program Evaluation, Grant Development, or Accreditation Evaluation and Coordination. The research should be related to a counseling or social justice affiliated program or agency. <i>Tevera</i>. This plan must be approved by the Individual Supervisor before beginning the project.</p>		
<p><u>Proof of Submission of the Manuscript</u> OR <u>Report of Selected Research Project.</u> <i>Tevera</i> Upload your document in the assignment area of the <i>Tevera class</i> for this semester.</p>		
<p>*<u>PhD Practicum and Internship Goal Setting</u> (beginning of term)/Review (end of term) <i>Tevera</i></p>		

Goal setting should be completed within the first 3 weeks of the semester and reviewed to measure progress by the end of the semester.	 PhD Practicum Internship Goals.pdf	
<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		By the end of the term.
<u>Weekly Individual Supervision</u> (1 hour), logged on <i>Tevera</i> * <u>Group Supervision as scheduled</u> , logged on <i>Tevera</i>		
* <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.	 Counselor Competency Scale 20'	
One <u>Presentation</u> in Group Supervision discussing your work preparing the manuscript for submission—the important components to know in the process, information about how much time it takes, etc. Every student is required to present at least one time during the semester in group supervision.		
One <u>Case Conceptualization</u> for a client you see. (Written). The Group Supervisor will score the Case presentation using the Case Presentation & Conceptualization Rubric. Use Case Presentation Guide found on the <i>Blackboard</i> COUN9311 site to prepare your Case presentation.	 Case Presentation Outline 2020.docx  Case Conceptualization Rut	
<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i>	 Evaluation of NOBTS Supervisor Form.pdf	
<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.	 NOBTS PhD Annual Student Review - Stud	By March 1

Program Objective 5--Leadership and Advocacy: Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

Key Performance Indicator 5.1: Increase in ability to prepare and present for at least 1 of 2 required presentations at professional meetings during the CES program, and in leadership skills.

Course Objectives	Learning Experiences	Assessments
Leadership & Advocacy		
<p>Knowledge: Students will</p> <p>Option 1: 1. Increase in the knowledge of how to prepare and present for at least one of the two CES program-required professional meeting presentations. CACREP 6.B.4.i</p> <p>OR</p> <p>Option 2: Increase in knowledge of leadership by 2. volunteering for a position on a professional organization board or serve in a position such as a task force, a counseling-related committee or lead as an elected officer. CACREP 6.B.5.b</p> <p>OR</p> <p>Option 3: Increase in knowledge of Leadership skills in the area of Advocacy for Social Justice by 3. Providing leadership in a program serving a group needing social justice or advocacy such as the Baptist Friendship House, an addiction treatment facility or other non-profit agency. 4. Attend special training for working with this social</p>	<p>Instruction: *Individual and Group Supervision sessions; *experiences attending professional meetings and trainings; *experiences volunteering in professional organizations *serving in a volunteer or leadership capacity in a professional organization; *experiences working with a social justice issue; *Goal setting and review during Individual supervision.</p> <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>Course Assignments All students: *Submit the Plan for Leadership and Advocacy to the Individual Supervisor</p> <p>Option 1: *1. Present a draft of the presentation to the Individual Supervisor for review and recommendations.</p> <p>Option 2: *2. Submit a log of activities and responsibilities for position on professional organization board or for position of task force or committee.</p> <p>Option 3: *3. Submit a log of activities and responsibilities (can be a job description) related to volunteer or leadership work in the agency. *4. Submit a report of the special training completed and a brief list of highlights from the training</p> <p>ALL Students:</p>

<p>justice issue. CACREP 6.B.5.e, h, k, l.</p>		<p>*Weekly Individual Supervision (1 hour), logged on <i>Tevera</i> *Group Supervision as scheduled, logged on <i>Tevera</i> *Accruing 150 or 300 clock hours in supervision learning and work, logged on <i>Tevera</i> *1 Presentation in Group Supervision of work being done *1 Counseling <u>Case Conceptualization</u> (written) in Group Supervision for the term (unless student is not counseling at the time). <i>Blackboard</i> *<u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term.</p>
<p>Skills</p>		
<p>Option 1: 1. Increase in the ability to prepare and present for at least one of the two CES program-required presentations at professional meetings or conferences. CACREP 6.B.4.i</p> <p>OR</p> <p>Option 2: Increase in leadership skills by 2. volunteering for a position on a professional organization board, or serving in a position such as a task force, a counseling-related committee or leading as an elected officer. CACREP 6.B.5.b, e, i</p> <p>OR</p> <p>Option 3:</p>	<p>Instruction: *Individual and Group Supervision sessions; *Teaching experiences; *research pertaining to specific preparation for teaching the assigned class. *Self-evaluations; *Video review and analysis</p> <p>Readings: Readings are as assigned by supervisor and/or chosen by student</p>	<p>Option 1: 1. Submit a summary of the <u>Presentation Evaluations</u> from the presentation (at least two evaluators if unable to get a summary of all who attended your presentation), and a description of the student's personal evaluation-of-self concerning their presentation. (Sample Evaluation on <i>Tevera</i>, but any presentation evaluation the Professional organization uses is acceptable.</p> <p>Option 2: 2. Submit a brief report of experience of serving as a volunteer position or serving as an elected officer.</p> <p>Option 3:</p>

<p>Increase in Leadership skills in Advocacy for Social Justice by</p> <p>3. Provide leadership in a program serving a group needing social justice or advocacy such as the Baptist Friendship House, an addiction treatment facility or other non-profit agency. CACREP 6.B.5. j, k, l</p>		<p>3. Submit a written report at the end of the semester of activities and your personal experience of service.</p>
<p>Attitudes</p> <p>1. Increase in valuing professional development through attending a minimum of two professional conferences Examples: NOBTS Christian Counseling Conference (fall), or Ouachita Christian Counseling Conference (spring), or other, plus at least one state (LCA or LMFT, etc.) or national conference (ACA, AAMFT, AACC, etc.). CACREP 6.B.5.b</p> <p>Professional Dispositions Students will achieve a score of Meets Expectations or Exceeds Expectations on the CCS 2017 in each of the 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>Instruction: Annual Student Review (with Advisor/Chair); attendance at conferences.</p> <p>Readings: As assigned by the supervisors or selected by the student.</p>	<p>*1. Submit a brief written report of professional conferences attended, and a brief description of the importance and value of attending professional conferences.</p> <p>Professional Dispositions *<u>CCS 2017</u> at end of term <i>Tevera</i> *<u>Annual Student Review</u> when course is in Spring Semester <i>Tevera</i></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>		
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Leadership & Advocacy Focus: Assignments/Requirements & Description	Percentage	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>		At beginning of term
<p>Tevera Account All students must maintain an up-to-date Personal Profile on <i>Tevera</i>.</p>		On-going
<p><u>Plan for Leadership and Advocacy</u>: This document gives information on which option you are planning to execute, and information about the project. <i>Tevera</i></p>		
<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>Option 1(Presentation at an Professional meeting or conference) Present a <u>draft of the presentation</u> to the Individual Supervisor for review and recommendations. Mark on <i>Tevera</i> when completed.</p>		
<p>Option 2 (Serving in position on a professional organization board, or on a task force, volunteer or elected). <u>Submit a log of activities and responsibilities</u> for the position. <i>Tevera</i></p>		
<p>Option 3 (Leadership in a program or agency that serves a social justice group or is a non-profit agency). <u>Submit a log of activities and responsibilities.</u> <i>Tevera</i></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>		By the end of the term.
<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>One <u>Presentation</u> in Group Supervision discussing your work in your Leadership or Advocacy project—the important components to know in the process, the difficulties and the benefits, etc. Every student is required to present at least one time during the semester in group supervision.</p>		
<p><u>One Case Conceptualization for a client you see.</u> (Written). The Group Supervisor will score the Case presentation using the Case Presentation & Conceptualization Rubric. Use Case Presentation Guide found on the <i>Blackboard</i> COUN9311 site to prepare your Case presentation.</p>	 Case Presentation Outline 2020.docx  Case Conceptualization Rut	
<p><u>PhD Student Evaluation of NOBTS Supervisors</u> (Individual and Group) during the term. <i>Tevera</i></p>	 PhDStudentEvalofNO BTSSupervisors.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	By March 1
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Textbooks

Required Readings: As agreed upon in student plan for Internship

Course Methods

Reading, Individual and Group supervision, 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 the Individual Supervisor before beginning the Internship.

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.

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.