



ANSWERING GOD'S CALL

COUN6391 Clinical Internship 2
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2019

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Leeke Magee Christian Counseling Center

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 Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

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

Course Description

This course is designed as a 18-week/300 hour placement in an approved setting (*students should be prepared to complete additional hours if they are required by their placement site.*) where students are engaged in individual, marital, group, and family therapy. One hundred twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or approved supervisor and one and one-half hours per week group supervision by a faculty member supervisor or approved supervisor are required during the placement. There is an emphasis to learn to diagnosis using the DSM5 criteria

Program Objectives:

1. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.
2. Upon successful completion of one of the Master's Programs in Counseling, graduates should have the necessary academic and clinical skills to obtain professional licensure.
3. Upon successful completion of one of the Master's Programs in Counseling, graduates should have a deeper understanding of cultural diversity to enhance counseling skills.
4. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives

Course Objectives	Learning Experiences	Assessments
<p>Knowledge: Demonstrate the basic knowledge of applying diagnostic criteria from DSM-5, for diagnosis and treatment planning. CACREP 2.F. 5.g, h; 2.F.7.e, l; 5.C. 1. c; 5.C.2. b, d; ; 5. C. 3. a</p>	<p>Instruction: Practice with supervisor applying diagnostic criteria from DSM-5 for each client and identifying a diagnosis. Readings: DSM-5; Various Treatment Planner Manuals an Indicted by case Boylan, Chapter 4; Readings as assigned by supervisor</p>	<p>Course Assignments 1. By the 2nd session, each Counseling Note (Penelope) should have a DSM Diagnosis or Tentative Diagnosis. 2. Case Presentation & Conceptualization Rubric assignment in group supervision, with Diagnosis, with a score on the Rubric of no less than 9 points (at level).</p>
<p>Demonstrate an understanding of the counseling theories that guide therapeutic work with clients. (CCS:3.E). CACREP 2.F.5.c, g, h, l, j, l, n</p>	<p>Instruction Supervisor reviews documentation and treatment plans and planned interventions weekly with student. Readings As assigned by the Individual or Group Supervisor, pertaining to current cases.</p>	<p>1.A Treatment plan for every case is due before 5th session, and will be reviewed by the Individual Supervisor, and as measured by the supervisor (CCS:3.E Knowledge and Application of Theory to Practice), achieving at least a level 4 by the end of the semester.</p>
<p>Demonstrate a comprehensive case conceptualization, appreciating the multiple influences on a client's level of functioning. (CCS:3.F) CACREP 2.F.5.g, h.</p>	<p>Instruction Case Conceptualization worksheet presented in group supervision. Readings: As assigned by the Individual or Group supervisor, pertaining to current cases.</p>	<p>Case Presentation in group supervision. 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, and the student must achieve a score in the Diagnosis category of no less than 9 points (at level). Please use Case Presentation Guide found on the Blackboard Clinical Practicum site to prepare your Case presentation. After grading, the Group Supervisor will give the Case Presentation Rubric to the student, and the student will upload the Case Presentation Outline Guide and the Rubric to their personal profile on Tevera.</p>
<p>Attitudes Demonstrate emotional stability and appropriateness in interpersonal interactions with clients. (CCS:2.D, Emotional Stability & Self-control). CACREP 2.F.5.f.</p>	<p>Instruction-Supervisor reviews 2 or 3 videos during the term, and evaluates, with the student, their awareness of beliefs, and any influence on the counseling process. Reading: As assigned by the Individual or Group Supervisor,</p>	<p>Course Assignments Demonstrate emotional stability and appropriateness in interpersonal interactions with clients. (CCS:2.D, Emotional Stability & Self-control), as measured by the supervisor, by achieving at least a level 4 by the</p>

	pertaining to current cases.	end of the semester.
Demonstrate 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. (CSS:2.F; Multicultural Competence in Counseling Relationship). CACREP 2.F.2.a,c,d,e,f,g,h	Instruction -Supervisor reviews 2 or 3 videos during the term, and evaluates, with the student, their awareness of beliefs, and any influence on the counseling process. Reading: As assigned by the Individual or Group Supervisor, pertaining to current cases.	Demonstrate 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. (CSS:2.F; Multicultural Competence in Counseling Relationship), as measured by the supervisor, by achieving at least a level 4 by the end of the semester.
Demonstrate the personal qualities, characteristics and behavior of a biblical professional counselor. (CSS:2.F, Multicultural Competence in Counseling Relationship) CACREP 2.5.F.2.d	Instruction The Supervisor reviews 2 or 3 videos during the term, and evaluates, with the student, their demonstration of the qualities, characteristics and behaviors of a biblical professional counselor. Reading: As assigned by the Individual or Group Supervisor, pertaining to current cases.	Demonstrates the personal qualities, characteristics and behavior of a biblical professional counselor. (CSS:2.F, Multicultural Competence in Counseling Relationship), as measured by the supervisor, achieving at least a level 4 by the end of the semester.
Skills		
Demonstrate the practice of seeking appropriate consultation and supervision to support the delivery of counseling services. (CCS:3.G, Seeks Consultation). CACREP 2.F.5.f.	Instruction Discussion in Group Supervision, and feedback from Individual Supervisor Readings As assigned by Individual or Group Supervisor	Course Assignments Demonstrate the practice of seeking appropriate consultation and supervision to support the delivery of counseling services. (CCS:3.G, Seeks Consultation), as measured by the supervisor, achieving at least a level 4 by the end of the semester.
Demonstrate the ability to construct a comprehensive and appropriate psychosocial report and treatment plan. (CCS:3.H; Psychosocial & Treatment Planning) CACREP 2.F.5.g,h	Instruction: Discussion in Group Supervision, and feedback from Individual Supervisor Readings As assigned by Individual or Group Supervisor	Demonstrate the ability to construct a comprehensive and appropriate psychosocial report and treatment plan. (CCS:3.H; Psychosocial & Treatment Planning), as measured by the supervisor, achieving at least a level 4 by the end of the semester.
Demonstrate the ability to appropriately administer, score, and interpret assessment instruments (CCS:3.I; Appraisal). CACREP 2.F.7.b,c,d,e,l,k,l	Instruction: Utilization and interpretation of assessment measures in counseling cases; Feedback from Individual Supervisor. Readings As assigned by Individual or Group Supervisor	Demonstrate the ability to appropriately administer, score, and interpret assessment instruments (CCS:3.I; Appraisal), as measured by the supervisor, achieving at least a level 4 by the end of the semester.
Demonstrate the ability to identify resources that may further assist the client in reaching treatment	Instruction: Feedback from supervisors, utilizing evaluations from video recordings of sessions.	Demonstrate the ability to identify resources that may further assist the client in reaching treatment

goals (CCS: 3.J; Resources & Referral). 2.F.5.k	Readings: As assigned by Individual or Group Supervisor	goals (CCS: 3.J; Resources & Referral), as measured by the supervisor, achieving at least a level 4 by the end of the semester.
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Course Assignment/Requirements

Assignment/Requirements & Description	Percentage	Due Date
<p>Maintaining current liability insurance throughout the internship. (Required) The Insurance Form (NOBTS-1001) on Tevera, and a copy of current insurance verification must be uploaded to the Tevera Personal Profile of the student. . If for any reason a student's insurance lapses or there is no copy of current insurance loaded into Tevera, the student has 2 weeks to provide proof of coverage, during which the student will not be allowed to count the weeks/hours for that time period. After 2 weeks lapse with no proof of coverage, the student will be suspended from the site until proof of coverage is provided. Liability insurance coverage is the responsibility of the student, but a lapse of liability insurance coverage places you, your supervisor, and site agency in danger. (CACREP 3:A)</p>	0%	At expiration date
<p>Case Presentation in group supervision. 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 (50% of grade) , and the student must achieve a score in the Diagnosis category of no less than 9 points (50% of grade).. Please use Case Presentation Guide found on the Blackboard Clinical Practicum site to prepare your Case presentation. After grading, the Group Supervisor will give the Case Presentation Rubric to the student, and the student will upload the Case Presentation Outline Guide and the Rubric to their personal profile on Tevera.</p>	10%	By end of term
<p>Clinical Training Manager (Required) All students must maintain an up-to-date Personal Profile on Tevera. (CACREP 3:D)</p>	0%	On-going
<p>Clinical Internship 2 completion (Required) By the end of Clinical Internship 2 the student must have a total of no less than 18 weeks and a total minimum of 120 hours of direct counseling, and the sum of Internship 1 and 2 should be no less than 240 hours of direct counseling and 600 indirect hours. 120 hours for 18 weeks = an average of 6 Direct Client Hours per week. Students are required to seek an average of 8 clients per week to allow for client absences). (CACREP:3.F; 3.G)</p>	0%	When 18 weeks and 120 Direct Client hours are achieved
<p>Completion of Supervision & Student Fieldwork Responsibilities and Goals Agreement (Tevera) by 2nd week of term. (Worth 100 if on time/86 if 3rd week late/70 if 4th week/0 if later) Completion of the review of progress as planned on the Goals Agreement, and the end of the term, and setting goals for next term. (Worth 100 if on time/0 if late).</p>	5% 5%	
<p>Individual Supervision attendance once a week (1 hr): Individual Supervisors will be assigned to the student. Each individual supervision will be triadic (two students, one supervisor). The student must be proactive in seeking individual supervision. The student must seek supervision even when their assigned supervisor is not available. The student must log attendance of Individual Supervision weekly (this log will also include Group Supervision, Direct and Indirect hours), and submit for approval by the</p>	10%	Weekly

Individual Supervisor and Group Supervisor (CACREP 3:H). 10 points will be taken off for every late log. This grade is for timely submission of log. The weekly log is due no later than 12 noon on Friday of each week the student sees clients.		
<p>Attendance of Group Supervision once a week (1.5 hrs) Students must sign up on the Wikki Blackboard sign-up list. Students are expected to pursue group supervision and to adjust their schedules accordingly. Do not give any identifying information when discussing a case in group.</p> <p>The student must log attendance of Group Supervision weekly, in the same log as the Individual Supervision, and submit for approval by the Group Supervisor. (CACREP 3:I). If the student does not see clients and does not count the "week" they should not submit a log for that week. The Individual and Group supervisors should be informed that the week will not be counted. Not seeing clients should be related to cancelations by clients, counselor illness, or other type of emergency. Any planned absences need to be pre-approved per LMCCC Policy.</p> <p>Absences in Group Supervision and Individual Supervision</p> <p>Absences can be "made up" if done so within two weeks of the time of the absence. Absences not made up will result in the loss of direct contact hours for that week. <u>Any student with an excess of TWO absences from group supervision will be required to drop the course unless approved by the Clinical Director.</u></p> <p>Patterns of Tardiness: Per the NOBTS policy, 3 tardies equal an absence. If a student is more than 15 minutes tardy, they will not be allowed to count group supervision, or Individual supervision.</p>	0%	Weekly
DSM5 Diagnosis by 2nd session for each client (2 points off for every late Diagnosis). The diagnosis can be tentative, and adjusted across time.	10%	Weekly
Counseling Notes completed by Friday, 12 noon, each week the counselor meets with client(s). <u>5 points off for every late session note.</u> EXCEPTION: If the student has entered a remedial plan due to not completing notes in a timely fashion, they must observe the terms of the Remedial plan.	15%	Weekly
Treatment Plan (by 4th session) for every case. Every new client should have a treatment plan by 4 th session, and ongoing review to adjust the plan; any transferred clients needs a new treatment plan by the new counselor. 5 points off for every late treatment plan. 50% of grade for quality; 50% for submission on time.	5%	Weekly, as needed
Video Clip 1 (with Counseling Session Self-Evaluation submitted on Tevera). The student should bring this video clip to Individual Supervision, with the desired clip marked for easy access to view in supervision, or the Supervisor may request to see the complete session.	Summer15% Spr/Fall 10%	Summer: End of June Fall: End of Sept Spring: End of Feb
Video Clip 2 (with Counseling Session Self-Evaluation submitted on Tevera) The student should bring this video clip to Individual Supervision, with the desired clip marked for easy access to view in supervision, or the Supervisor may request to see the complete session.	Summer 15% Spr/Fall 10	Summer: End of July Fall: End of Oct Spring: End of March
Video Clip 3 (with Counseling Session Self-Evaluation submitted on Tevera) Student and Supervisor: Your Site Supervisor must submit an evaluation--CCS (on Tevera) based off this video clip, at the end of the term. Supervisors should review this evaluation with the student.	Summer: None Spr/Fall 10%	Summer- none Fall: End of Nov Spring: End of April
Student Wellness Check and Strategies. All Counselor Student Interns are required to complete a monthly Wellness check, and review the results with their Individual Supervisor. Use the Provider Resiliency App (free) to take the ProQOL at the end of	5%	Fall: End of Aug, Sept, Oct, Nov, Dec

<p>each month, and report results on the Tevera Assignment page. If Burnout or Compassion Fatigue is noted, the Intern and Supervisor should develop a strategy to deal with the problem. For each month the Wellness check is not completed, the student will lose 5 points.</p>		<p>Sp: End of Jan, Feb, Mar, Apr Sum: End of May, June, July</p>
<p>Student: Submit “Student Evaluation of Site Supervisor” (On Tevera) and Evaluation of Group Supervision (On Blackboard Practicum shell).</p>	<p>5%</p>	<p>End of Term</p>
<p>Completion of Internship 2—Move to Internship 2+, or Closing Clinical Practice: Student:</p> <ol style="list-style-type: none"> 1. Complete all requirements for Internship 2 as listed in the handbook: 120 Direct Hours, 300 Indirect Hours, Totals for Internship 1 + 2 must be a minimum of 240 Direct Hours and 600 Indirect Hours. 2. Successfully complete Grade of 85% or above for Supervision Term. Complete Assignment: Score for Supervision Term (on Tevera) sent to your supervisor to confirm your grade. 3. Complete in the Tevera Assignment area: Final 519 Internship 2 report. Your Individual supervisor must sign the report. 4. Complete NOBTS Final Documentation Record (listed as an assignment in your Tevera class assignments). You will need to get the information for this form from your Final 514 Practicum log, your Final 514 Internship 1 log, and your Final 514 Internship 2 log. If you were enrolled in additional Internship 2 classes, run a Final 514 Internship 2 report for each one, using the exact dates you were enrolled. (CACREP 3:C) <p>Moving to Internship 2+: Complete all requirements for Internship 2 as listed in the handbook:</p> <ol style="list-style-type: none"> 1. Successfully complete (Grade 85% or above) Internship 2. Complete Assignment: Score for Supervision Term (on Tevera) sent to your supervisor to confirm your grade. 2. If by the end of the semester, the student has not yet completed the required 240 face-to-face hours, the student must enroll in Internship 2+. 3. The student must remain in Internship 2+ until the full 240 hours are completed with 600 indirect hours. The student may choose to remain in Internship 2+ until graduation, but with each semester the student will need to enroll in a new Internship 2+. This helps cover the expenses of your supervision. <p>Closing Clinical Practice Date of Closing Clinical Practice: If a student accepts new clients at LMCCC within the last 4 weeks of the supervision term before the term they will close Clinical Practice, or if they have 6 or more clients entering their semester of closure of clinical practice, the student is required to continue to work with at least 6 clients at LMCCC for 8 more weeks in the new semester, in order to give some consistency to the new client(s), and to justify being assigned to a supervisor for the beginning of the semester.</p> <p>If the student will complete by midterm of the semester, they will not be required to enroll in Internship 2+. If the student plans to work past the mid-term of the semester, and was previously enrolled in Internship 2 in the previous supervision term, they will be required to enroll in Internship 2+ for the last semester of their clinical practice.</p>		<p>At end of completing Internship 2 requirements or within 4 weeks of completing Internship 2 18 weeks.</p>

1. Within three weeks of closing clinical practice, the student should **send an email to the Clinical Director [ksteele@nobts.edu] and the Associate Director of LMCCC [assocdirlmccc@nobts.edu]**, so plans can be made to transfer current clients. This step will also trigger your enrollment in the Teveral Class “Closure of Clinical Practice” where you will find the assignments for the final documents listed below.

2. Once all requirements have been met (36 weeks or more, 240 direct hours, 600 Indirect hours), and the student is ready to stop clinical practice, all paperwork must be submitted, including **Student Evaluation of Site Supervisor**, and **Evaluation of Group Supervision**, and the **Final 514 for Internship 2**, using the exact dates of the Internship 2 (and additional Final 514 reports for additional Internship 2+ Internships); **Self Evaluation with CCS; Trauma Index**; the **Supervisor completion of a CCS** before Clinical practice can be closed. These are required even if it is not the end of the term. The student, when all paperwork is submitted, should send an email to the Clinical Director and Associate Director indicating they are ready to close clinical practice.

3. The following chart gives information about enrollment dates and grades.

Enrollment in Internship 1, 2, or 2+	
Anticipated Completion of Practicum, Internship 1, Internship 2	Enrollment Time
Before Fall Break	Enroll at start of fall term
After Fall Break	Enroll at start of Spring term
Before Spring Break	Enroll at start of spring term
After Spring Break	Enroll at start of summer term
Before June 30	Enroll at start of summer term
After June 30	Enroll at start of fall term

Although you will be enrolled in the new component (Internship 1 or 2 or 2 a second time), you will not receive a grade until all requirements have been completed with a passing grade (85% or greater). All assignments should be complete on Tevera.

Use the following link to inform the Clinical Director that you are ready to begin a second Internship 2+. Completing this form will trigger your enrollment by the Registrar’s Office.

<https://goo.gl/forms/OVeylbSONSGDxxBj1>

Student who do not achieve 240 direct client hours within the 36 weeks of Internship 1 and 2 will need to register for Internship 2+.

Course Teaching Methodology

The course will involve the following methodologies: Skills training through Clinical Practice, Individual and Group Supervision, case conceptualization and treatment planning.

Textbooks

Boylan, Malley & Reilly. Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, 3rd ed. New York: Taylor & Francis, 2001. (ISBN: 1583910883)

American Psychiatric Association. (2013) Diagnostic and Statistical Manual of Mental Disorders. 5th edition (DSM-5). Washington, K.D.: A.P.A. (ISBN: 978-0890425558)

Clinical Training Manager: Subscription. The subscription for clinical training manager can be paid by check or cash at the Counseling Office. This is a one time payment for the subscription for a personal profile that will contain all required documents across the career of the counseling and student and graduate. Please make the check out to NOBTS.

Evaluation of Grade

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Course Concerns: All questions regarding grades, assignments, or other course issues should be addressed to Dr. Kathryn Steele.

Course Policies, Academic Conduct, and Professional Conduct

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 relating 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.

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.

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.

Professional Conduct

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 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 four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

Technical Assistance

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

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 assignments.

Student Services

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

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling

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

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



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

Selected Bibliography

Baird, B.N. (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.

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Signature Assignments/ Assessments
<u>Professional Counseling Orientation & Ethical Practice</u>		CCS Part 1, + Trauma Index at end of Internship 2. Scores will be compared with original scores at beginning of the program.
<u>Professional Counseling Orientation & Ethical Practice</u> Strategies for personal and professional self-evaluation and implications for practice. CACREP 2.F.1. I, k.	Instruction: Discussion in Group Supervision; Evaluation of self, via videos of counseling sessions Reading: Russell-Chapin et.al. Chapter 1 and 7	Signature Assignments/Assessments Personal Self-Evaluation: Counselor Competency Scale; 2:2.C Self-awareness & Self Awareness *Complete a “Counseling Session Self-Evaluation” (on Tevera) weekly, reviewed by the supervisor (share with the supervisor). A minimum of 3 times during the fall term *Completion of Supervision & Student Fieldwork Responsibilities and Goals Agreement (Tevera) by 2nd week of Practicum. *Completion of the review of progress as planned on the Supervision & Student Fieldwork Responsibilities and Goals Agreement, and setting goals for next term. Level of growth in strategies are measured by the student achieving no less than a level 4 on the CCS:2.C (Self Awareness & Self Understanding).

<p><u>Counseling and Helping Relationships</u> Counselor characteristics and behaviors that influence the counseling process.</p>		<p>CCS Part 1: Counseling Skills and Therapeutic Conditions End of Internship 2; Video of counseling session at end of Internship 2, scored by the Supervisor. Course Assignments Session Observation: The student must request and view one session video per month. Complete a “Counseling Session Self-Evaluation” (on Tevera) weekly, reviewed by the supervisor (share with the supervisor). The final video of the term is to be completely reviewed by the supervisor by the end of the semester for the CCS Evaluation. Minimum total score of CCS, Part 2, 40 points out of possible 50.</p>
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Key Professional Dispositions

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<p>1. Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practicing within competencies. CACREP 2.F. 1.i.</p>	<p>Instruction: Discussions with Supervisors concerning ethical issues. Reading: Russell-Chapin, Sherman & Ivey, Chapter 7</p>	<p>Signature Assignments/Assessments 1. Achieve no less than a level of 4 on the CCS:2.A, at the end of the term, as measured by the supervisor.</p>
<p>Demonstrate awareness of his/her own belief systems, values, needs and limitations, and appreciation of the influence of these on the counseling process. (CCS:2.C, Self-Awareness & Self Understanding) CACREP 2.5.F.1.i; 2.5.F.2.d</p>	<p>Instruction-Supervisor reviews 2 videos during the term, and evaluates, with the student, their awareness of beliefs, and any influence on the counseling process. Reading: As assigned by the Individual or Group Supervisor, pertaining to current cases. Boylan, Chapter 10</p>	<p>Course Assignments Exhibit awareness of his/her own belief systems, values, needs and limitations, and appreciation of the influence of these on the counseling process, as measured by the supervisor (CCS:2.A.C), achieving at least a level 4 by the end of the semester.</p>
<p>Demonstrate emotional stability and appropriateness in interpersonal interactions with clients. (CCS:2.D, Emotional Stability & Self-control). CACREP 2.F.5.f.</p>	<p>Instruction-Supervisor reviews videos during the term, and evaluates, with the student, their awareness of beliefs, and any influence on the counseling process. Reading: As assigned by the Individual or Group Supervisor, pertaining to current cases.</p>	<p>Course Assignments Demonstrate emotional stability and appropriateness in interpersonal interactions with clients. (CCS:2.D, Emotional Stability & Self-control), as measured by the supervisor, by achieving at least a level 4 by the end of the semester.</p>
<p>Demonstrates Self awareness and emotional stability (i.e. congruence between mood and affect) and self-control (i.e., impulse control) in relationship with clients.</p>	<p>Instruction: Supervisor reviews videos during the term, and evaluates, with the student, their self-awareness and emotional stability, and self control in relationship with clients.</p>	<p>Score on Self Evaluation on CCS, Part 2:D, at end of Internship 2 (minimum of 4)</p>
<p>Demonstrates engagement in learning and development of his or her therapeutic competencies.</p>	<p>Supervisor reviews videos during the term, and evaluates, with the student, their engagement in</p>	<p>Score on Supervisor CCS, Part 2:E. (Minimum of 4)</p>

	learning and development of their therapeutic competencies.	
Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback.	Supervisor works with student in responses.	Score on Supervisor CCS, Part 2: G (Minimum of 4)
Demonstrates ability to be present and "be true to oneself."	Supervisor observes videos, and discusses with student.	Score on Supervisor CCS, Part 2:J. (Minimum of 4)