



COUN6380 Clinical Practicum
New Orleans Baptist Theological Seminary
Division of Counseling
Spring 2021

Kathryn Steele
Professor of Counseling
LMCCC 104-A
504-816- 8306/504-329- 8960
ksteele@nobts.edu

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.

Course Description

This course is designed as a semester-length (16-week), mental health practicum totaling at least 100 clock hours. The student is required to complete 40 hours of direct counseling, one hour per week of individual supervision, and one and one-half hours per week of group supervision. Students wishing to register for this course must first go through the application and approval process and obtain a signed approval form from the NOBTS Director of Training prior to enrollment. Prerequisites: COUN6301, COUN6302, and COUN6303; and COUN6350 or COUN6351.

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. Training students to synthesize theoretical and empirical knowledge in the field of counseling.

Supervision Term: January 18, 2021 to May 21, 2021

Signature Assignments

| Program Objective/Key Performance Indicator | Learning Experiences | Signature Assignments/ Assessments |
|--|-----------------------------|---|
|--|-----------------------------|---|

| | | |
|--|---|---|
| <p>Program Objective 2/KPI 2.: Create developmentally relevant counseling treatment or intervention plans. CACREP 2.F.5. h. KPI 1.</p> | <p>Instruction: Case Presentation during Group Supervision; Discussions in Group Supervision; Direction with Individual Supervisor</p> | <p>*Case Conceptualization & Treatment Plan Rubric Scores each supervision term.</p> |
| <p>ProgObj 1/KPI 1.3: Students will develop the characteristics and functions of effective group leaders, and increase their core knowledge about group counseling. Lead or co-lead a counseling or psychoeducational group. CACREP 3.E; 2.F.d.</p> | <p>Instruction: Experience of leading or co-leading a counseling or psycho-educational group during the practicum or one of the internships; individual and group supervision processing of the group leadership experience.</p> | <p>*Request for Approval of Leadership or Co-leadership of a psychoeducational or counseling group. *Report of Leadership or Co-leadership of a psychoeducational or counseling group.</p> |
| <p>ProgObj 2/KPI 2.1 Students will develop strategies for personal and professional self-evaluation and implications for practice.</p> | <p>Instruction: Discussion in Group Supervision; evaluation of self through videos, review of supervisor of the student's videos.</p> | <p>*Counseling Session Self-Evaluation (Tevera) *Supervision & Student Fieldwork Responsibilities an Goals Agreement, beginning and end of term. *CCS Part 1 Score: Counseling Skills & Therapeutic Conditions *CCS 2.C Self Awareness and Self-Understanding</p> |
| <p>ProgObj1: KPI CMH 1.6 Students will improve in knowledge and skill regarding diagnosis and treatment planning regarding mental health treatment.</p> | <p>Instruction: Individual and Group Supervision</p> | <p>*CCS 3.F Case Conceptualization</p> |
| <p>ProgObj3: KPI 3.1 Students will increase in their multicultural counseling competencies, 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.</p> | <p>Instruction: Individual and Group Supervision; class instruction in all classes.</p> | <p>*CCS 2.F. Multicultural Competence in Counseling</p> |

Key Professional Dispositions

| Key Professional Dispositions | Learning Experiences | Assessments |
|--|--|--|
| 1. Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practicing within competencies. CACREP 2.F. 1.i. | Instruction: Discussions with Supervisors concerning ethical issues. Reading: Russell-Chapin, Sherman & Ivey, Chapter 7 | 1. CCS 2.A Professional Ethics |
| 2. Demonstrates engagement in learning and development of his or her therapeutic competencies. CACREP 2.F.5. a, c, d, g, h, I, j. | Instruction: Discussions with Supervisors. Evaluations of self while counseling Reading: Russell-Chapin, Sherman & Ivey, Chapter 1 | * CCS:2:E Motivated to Learn and Grow *Supervision & Student Fieldwork Responsibilities and Goals Agreement (Tevera), beginning and end of term |
| 3. Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback. CACREP 2.F.5. f | Instruction Discussion of reading Readings Russell-Chapin, Sherman, & Ivey, Chapter 2, 3, and 4 | CCS: 2.G Openness to Feedback |
| 4. Demonstrates ability to be present and “be true to oneself.” CACREP 2.F.5. f | Instruction: Discussions with Supervisors. Evaluations of self while counseling Reading: Russell-Chapin, Sherman & Ivey, Chapter 1 | CCS: 2.J. Congruence and Genuineness |
| 5. Ability to adapt to changing circumstances, unexpected events, new situations. CACREP 2.F.5.f | Instruction: Discussions with Supervisors, Evaluations of self while counseling. Reading: Russell-Chapin, Sherman & Ivey, Chapter 1 | CCS: 2.I Flexibility and Adaptability |

Course Objectives: At the end of the Clinical Practicum the student should be able to:

| Course Objectives | Learning Experiences | Assessments |
|--|--|---|
| Knowledge: Demonstrate the basic knowledge of applying diagnostic criteria from DSM-5, for diagnosis and treatment planning. | Instruction: Practice with supervisor applying diagnostic criteria from DSM-5 for each client and identifying a diagnosis. Readings: <i>DSM-5</i> ; Russell-Chapin, Sherman, & Ivey, Chapter 5 | Course Assignments/Requirements 1. By the 2nd session, each Counseling Note (Penelope) should have a DSM Diagnosis or Tentative Diagnosis. 2. Case Presentation in group supervision, with Diagnosis |

| | | |
|---|--|---|
| <p>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>Students will demonstrate an ability to document clinical work in a way that meets the standards of the counseling site, insurance companies, and the state in which the student is working. CACREP 5.C.2. m</p> | <p>Instruction Supervisor reviews documentation weekly with student. Readings Russell-Chapin, Sherman, & Ivey, Chapter 7</p> | <p>1. Maintain all documentation of all cases up to date according to the requirements of the site, and complete all required documentation for the Practicum. Counseling Notes are due at the LMCCC 24 hrs. after the session. 2. Tracking logs must be submitted weekly to the individual and group supervisor.</p> |
| | | |
| <p>Attitudes Demonstrate ethical behavior and judgments, but on a concrete level with a basic ethical decision-making process. (CCS:2.A Professional Ethics--minimum 3) CACREP 2.F.1. I, k.</p> | <p>Instruction-Discussion of reading Reading: Russell-Chapin et.al. Chapter 7</p> | <p>Course Assignments/Requirements Exhibit ethical awareness and knowledge of a basic ethical decision-making process, as measured by the supervisor (CCS:2.A) achieving at least a level 3 by the end of the semester.</p> |
| <p>Demonstrate consistent engagement in promoting professional and personal growth and development of his/her therapeutic competencies. (CCS:2.E, ≥3, Motivated to Learn & Grow, Initiative) CACREP 2.F.5.c, g, h, I, j, l, n</p> | <p>Instruction: Discussion of reading; feedback from supervisors Reading: Russell-Chapin et.al. Chapter 1</p> | <p>*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 Goals Agreement, and the end of the term, and setting goals for next term.</p> |

| | | |
|---|--|--|
| <p>Demonstrate consistent openness to supervisory and/or instructor feedback and implements suggested changes. (CCS:2.G, ≥3, Openness to Feedback). CACREP 2.F.5.f.</p> | <p>Instruction: Discussion of reading; feedback from supervisors Reading: Russell-Chapin et.al. Chapter 2-4</p> | <p>Exhibit openness to feedback and implement suggested changes, as measured by CCS:2.G, achieving at least a 3 by the end of the semester.</p> |
| <p>Demonstrate consistent ability to adapt to changing circumstances, unexpected events, and new situations, and “reads-and-flexes” appropriately. (CCS:2.I, ≥3, Flexibility & Adaptability). CACREP 2.F.5.f.</p> | <p>Instruction: Discussion of reading; feedback from supervisors Reading: Russell-Chapin et.al. Chapters 2-4</p> | <p>Exhibit consistent ability to adapt to changing circumstances, unexpected events, and new situations, and “reads-and-flexes” appropriately, as measured by the CCS.2.I, achieving at least a 3 by the end of the semester.</p> |
| <p>Demonstrates consistent ability to be genuine and accepting of self and others. (CCS:2.J., ≥3, Congruence & Genuineness). CACREP 2.F.5.f.</p> | <p>Instruction: Discussion of readings, feedback from supervisors Reading: Russell-Chapin, et.al. Chapter 4</p> | <p>Exhibit consistent ability to be genuine and accepting of self and others, as measured by the CCS.2.J, achieving at least a 3 by the end of the Practicum.</p> |
| | | |
| <p>Skills Demonstrate adherence to most counseling site and course policies and procedures, including strong attendance and engagement. (CCS:3.B, 4, Knowledge & Adherence to Site and Course Policies). CACREP 2.F.5.f.</p> | <p>Instruction Lecture & Discussion in Orientation and Group Supervision Readings *NOBTS Clinical Practicum and Internship Handbook (all). *Leeke Magee Christian Counseling Center Policies and Procedures Manual *Russell-Chapin et.al., Chapter 2</p> | <p>Course Assignments/Requirements * Complete and pass Manual Exam on Blackboard with grade no less than 85% for entering Practicum and Internship 1 *Sign an Attestation that they have completed reading the LMCCC Manual, and must attend full Orientation</p> |
| <p>Demonstrate an ability to document clinical work in a way that meets the standards of the counseling site, insurance companies, and the state in which the student is working. 5. C. 2. m</p> | <p>Instruction: Supervisor reviews documentation weekly with student. Readings: Russell-Chapin et.al. Chapter 7</p> | <p>*Maintain all documentation of all cases up to date according to the requirements of the site, and complete all required documentation for the Practicum. *Counseling Progress Notes are due at the LMCCC no later than 24 hours after the session.</p> |

| | | |
|---|---|---|
| | | <p>*Treatment plan due before 5th session. *Tracking logs must be submitted weekly.</p> |
| <p>Demonstrates competencies in counseling skills and therapeutic condition descriptors. (CCS:1.A. Non-verbal skills; B. Encouragers; C. Questions; D. Reflecting-Paraphrasing; E. Reflecting, Summed score no less than 20.) CACREP 2.F.5.f.</p> | <p>Instruction: Feedback from supervisors Readings: Russell-Chapin et.al. Chapter 2</p> | <p>1. Session Observation: The student must request and view one session video per month. Complete a “Counseling Session Self-Evaluation” (on Tevera) with the videos, reviewed by the supervisor (share with the supervisor). A minimum of 2 times during the summer term, 3 times during the fall and spring terms, the supervisor must view video of the student counseling. If focusing on a specific skill, a marked clip of the session is acceptable if approved by the supervisor. The 3rd video is to be completely reviewed by the supervisor for the CSS evaluation, and should be from a session close to the end of the semester.</p> |

Textbooks

Russell-Chapin, Sherman, & Ivey. (2016). Your supervised practicum and internship: Field resources for turning theory into action. (2nd ed). Cengage. ISBN 978-1-138-93581

NOBTS Faculty: The Leeke Magee Christian Counseling Center Policies and Procedures Manual (Available on Blackboard, Practicum site).

Subscription for Tevera: Normally the subscription for Tevera is paid through your NOBTS account. However, if you prefer, it can be paid by check, credit card, 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. If you choose to pay by credit card or check, please notify Dr. Steele, so your NOBTS account will not be charged. (Please make the check out to NOBTS.)

Subscription for Dreamaker: *Dreamaker* is a computer platform which allows the student counselor to upload the required videos of counseling sessions for self-evaluation by the counselor and the Individual Supervisor. In order to maintain HIPAA compliance, and best practices of Supervision, all students are required to purchase a Dreamaker subscription each semester that the student is in clinical practice. The cost is: Fall semester--\$35; Spring semester \$35; Summer semester \$14. This amount will be charged to your NOBTS account each semester you enroll in Practicum, Internship 1 or Internship 2.

Course Requirements/Assignments

| Assignment/Requirements & Description | Percent age | Due Date |
|--|-------------|-------------------------------|
| Attend Part 1 & 2 of Practicum Orientation (Required) | 0% | TBA Required |
| <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% | Part 2 Orientation |
| <p>Case Presentation in group supervision. Every student is required to present at least one case during the semester in group supervision. Please use Case Presentation Guide found on the Blackboard Clinical Practicum site. The Group Supervisor will grade the Case Study using the Case Presentation Rubric, return it to the student after the group session, 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>Leading or Co-Leading a Counseling or Psychoeducational group. Every student is required to lead or co-lead a counseling or psychoeducational group during the practicum or one of the internships. The group must be approved by the Clinical Director. Each term a form to request approval for leading a group is available on Blackboard, and a report form is available on Tevera in the term class, which must be completed in order for the student to receive credit. A student will not be able to graduate without meeting this requirement before the end of Internship 2.</p> | 0% | By the end of Clinical Practice. |
| <p>Tevera (Required) All students must subscribe to Tevera and maintain an up-to-date Personal Profile. (CACREP 3:D)</p> <p>Clinical Practicum completion (Required) By the end of Clinical Practicum the student must have a total of no less than 16 weeks and no less than 40 Direct Client Hours, 100 Indirect Hours. (40 hours for 16 weeks = an average of 2.5 Direct Client Hours per week. Students are required to seek an average of 4 clients per week to allow for client absences). (CACREP:3.F; 3.G)</p> | 0% | Part 1 Orientation |
| <p>Completion of Supervision & Student Fieldwork Responsibilities and Goals Agreement (Tevera) by 2nd week of Practicum. (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) The two grades will be averaged for the overall grade.</p> | 5% 5% | By end of 2 nd week of Practicum *At the end of the supervision term. |
| <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, and submit for approval by the Individual Supervisor. (CACREP 3:H). 5 points will be taken off for every late log</p> | 5% | Weekly |

| | | |
|--|--|--|
| <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. 5 points will be taken off for every late log (the same log as the Individual Supervision log) The student must log attendance of Group Supervision weekly, and submit for approval by the Group Supervisor. (CACREP 3:I)</p> <p>Absences in Group Supervision and Individual Supervision 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> | 5% | Weekly |
| <p>DSM5 Diagnosis by 2nd session for each client (2 points off for every late Diagnosis). The diagnosis can be "tentative" until more information is gained.</p> | 10% | Weekly |
| <p>Counseling Notes completed within 24 hours after each session. 5 points off for every late note.</p> | 15% | Weekly |
| <p>Treatment Plan (by 4th session) for every case. 5 points off for every late treatment plan.</p> | 5% | Weekly, as needed |
| <p>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.</p> | <p>Summer 15% Spr/Fall 5%</p> | <p>Summer: End of June Fall: End of Sept Spring: End of Feb</p> |
| <p>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.</p> | <p>Summer 15% Spr/Fall 5%</p> | <p>Summer: End of July Fall: End of Oct Spring: End of March</p> |
| <p>Video Clip 3 (with Counseling Session Self-Evaluation submitted on Tevera) Student and Supervisor: Your Site Supervisor must submit an evaluation--CCS (on Tevera). Supervisors should review this evaluation with the student.</p> | <p>Summer: None Spr/Fall 10%</p> | <p>Summer-none Fall: End of Nov Spring: End of April</p> |
| <p>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 each month, and report results on the Tevera Assignment page. If Burnout or</p> | 5% | Fall: End of Aug, Sept, Oct, Nov, Dec |

| | | |
|---|------------------|---|
| <p>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</p> | <p>5%</p> | <p>End of Term</p> |
| <p>Student: Complete Practicum segment of “Clinical Experience Final Documentation.” This will be verified and signed by your supervisor and the Director of Clinical Training. (Share from Tevera) (CACREP 3:C)</p> <p>Moving to Internship I: Complete all requirements for Practicum as listed in the handbook:</p> <p>1. Make decision about whether to remain at LMCCC or apply to work at an external site. Information about external sites can be found on Tevera. Follow Counseling Program protocol as listed in the Practicum and Internship Manual. Inform LMCCC (Dr. Steele) by the 12th week of the Practicum whether you plan to stay or go to another site.</p> <p>2. Successfully complete (Grade of 85% or above) Practicum, and complete 5th core course (Family Systems or Clinical Assessment with a minimum of 3.0) and at least one therapy model course.</p> <p>3. After completing requirements for Practicum (16 weeks onsite/40 Direct Client hours/100 Onsite Hours), turn in all paperwork:</p> <ul style="list-style-type: none"> ▶ Tevera Final Report 514 for Practicum, ▶ Reread Practicum Internship Manual--post on Tevera a pdf of Proof of 85% pass on Practicum/Internship Manual (Blackboard), ▶ Book review for Internship 1 textbook (Jungers & Scott). <i>Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, 6rd ed.</i> New York: Taylor & Francis, 2001. (ISBN: 1583910883). <p>All paperwork must be turned in with 4 weeks of completing Practicum requirements. Any direct hours accrued after the 4 week grace period will not be counted.</p> <p>4. Although you will be enrolled in the new component (Internship 1 or 2 or 3), 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.</p> | | <p>At end of completing Practicum Requirements</p> <p>Within 4 weeks of completing both Practicum direct hours and 16 weeks.</p> <p>Within 4 weeks of completing Practicum.</p> |

Use the following link to inform the Clinical Director that you are ready to begin Internship 1. You will not be officially enrolled until you complete this step!

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

Course Teaching Methodology

The course will involve the following methodologies: Practical experience gained by counseling face-to face with clients, practicing appropriate note taking and preparation for sessions, and being supervised individually and in a peer-group setting.

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

Students must achieve an 85% or above to pass this course.

| | |
|---|-----|
| Case Presentation | 10% |
| Goal Agreement | 10% |
| Individual Supervision Tracking Log | 5% |
| Group Supervision Tracking Log | 5% |
| DSM 5 Diagnosis | 10% |
| Counseling Notes | 15% |
| Treatment Plan | 5% |
| Video Clip 1 | 10% |
| Video Clip 2 | 10% |
| Video Clip 3 | 10% |
| Student Wellness Check/Strategies | 5% |
| Evaluation of Individual Supervisor/Group | 5% |

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

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.

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.

Emergencies:

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

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.

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 8 points per class period.

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.

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.

Course Schedule: Jan 18- May 21 [18 weeks] in the same Group Supervision group and with the same Individual Supervisor. This class meets every Wednesday from 11:00 – 12:20 for Group Supervision. During that time the text will be discussed briefly along with discussions of cases. Individual Supervision and Counseling Sessions are scheduled individually.

| <u>Week</u> | <u>Date</u> | <u>Reading Assignments</u> | <u>Activities</u> |
|--------------------|--------------------|---|--------------------------|
| <u>1</u> | <u>1/20</u> | Introduction | |
| <u>2</u> | <u>1/27</u> | Russell-Chapin, Sherman, & Ivey. Chapter 1 Turning Theory into Practice | Case Presentation |
| <u>3</u> | <u>2/3</u> | Chapter 2 Reviewing & Analyzing Cases: Microcounseling Supervision | Case Presentation |
| <u>4</u> | <u>2/10</u> | Chapter 2 Continued—Practice | Case Presentation |
| <u>5</u> | <u>2/17</u> | Chapter 3 Becoming Effective as a Supervisee | Case Presentation |
| <u>6</u> | <u>2/24</u> | Chapter 3 Continued | Case Presentation |
| <u>7</u> | <u>3/3</u> | Chapter 4:Major Supervision Model Categories | Case Presentation |
| <u>8</u> | <u>3/10</u> | Chapter 5:Conceptualizing the Client | Case Presentation |
| <u>9</u> | <u>3/17</u> | Chapter 6: Becoming a Culturally Competent Helping Professional Fall Break—All Groups/Individual Supv meet | Case Presentation |
| <u>10</u> | <u>3/24</u> | Chapter 7: Working with Ethics, Laws, and Professionalism | Case Presentation |
| <u>11</u> | <u>3/31</u> | Chapter 8: Counseling Research Outcomes | Case Presentation |
| <u>12</u> | <u>4/7</u> | Chapter 9 Staying Well | Case Presentation |
| <u>13</u> | <u>4/14</u> | Chapter 10 Becoming a Professional Helper | Case Presentation |
| <u>14</u> | <u>4/21</u> | Catch up | Case Presentation |
| <u>15</u> | <u>4/28</u> | Catch up | Case Presentation |
| <u>16</u> | <u>5/5</u> | Catchup | Case Presentation |
| <u>17</u> | <u>5/12</u> | Catch up | Case Presentation |
| <u>18</u> | <u>5/19</u> | Catch up | Case Presentation |

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