

# Christian Psychology

## Observations Handbook



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# CONTACT INFORMATION

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## For specific information about your Observations:

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## For general Observations information, or if you cannot contact your Faculty Supervisor:

Internship coordinator ..... Nadene Mack  
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# GENERAL INFORMATION

Welcome to our observational hours program! This portion of your education is designed to afford you an opportunity to become familiar with individuals, techniques, facilities, and services that are directly related to your field of study.

Why do we call it observational hours and not an internship? Well, in an internship the student is active in a “hands-on” experience in ministry. In the field of Christian Psychology, there are laws that restrict a student’s opportunity to be actively involved in the practice of counseling. However, your classroom training can be enriched by your participation in one or more of the options available to you in this observation experience. It is important that you view each of these options as genuine forms of learning that differ from your classroom education.

During your observational hours you will find the best return for your effort if you approach this program reflectively and experientially. Take an introspective look at the situation you are observing, what you were thinking and feeling during the experience, and how you think you would perform in that particular situation.

In some instances, you may not observe a counseling session, but you may interview people who are actively involved in the psychology field. Again, a reflective approach of personal introspection will enable you to reap the full benefits of an interview if you ask yourself such questions as:

- What is effective about this person’s approach to counseling?
- What is beneficial about these facilities? What isn’t beneficial?
- Is this a biblical approach to helping people?
- Can I see myself working in a setting such as this?
- How do I feel about working with this type of client?
- How does this information help me in my educational goals?
- What character traits are required of me to do what this person/facility does?

Remember, that the more you reflect upon your experiences, whether observations or interviews, the more benefit you will gain from this part of your educational process in achieving your goals in the field of helping professions!

## **OBSERVATIONS CREDIT REQUIREMENTS**

Each *Christian Psychology* student must complete two semester credits of *observational hours*. One hour credit will be given for each semester of observations. Both hours may not be taken in the same semester, although both hours can be completed during a summer or “hands on” full-time observation opportunity. There are various options for completing these requirements. ***All options must be preapproved by your faculty supervisor, prior to arrangements being made with the site.***

## **NOTE TO ALL CHRISTIAN PSYCHOLOGY STUDENTS**

To be better prepared for post-graduate employment opportunities, it is suggested that you begin a journal/record *as soon as possible* of ALL counseling situations outside the classroom. That means ALL interactions and/or experiences with youth or adults that may be considered advising or instructing someone seeking your help. This journal/record could be helpful in finding employment with your BA/BS in Christian Psychology. For some of you it is a great record of experience that may be counted as “practicum/experience hours” (or something similar) when you are seeking employment in the line of work known as PSR (Psycho-socio Rehab) or IBI (Intensive Behavioral Intervention). For others it may be useful when applying for a master’s degree program in counseling.

## **APPLYING COMPETENCIES TO THE OBSERVATIONAL EXPERIENCE**

- For the most meaningful observational hours experience, you should be preparing a list of interview questions (see following list). Your questions should provide you with the ability to analyze the interviewee to determine if some of the competencies listed under "Goals and Competencies" are utilized regularly by them in their work.
- If you are able to do an observation of a counseling experience, then you should be reflecting upon your experience within the context of the listed competencies. Did the observed counselor display proficiency in the competencies?

# **COMPETENCIES**

### **Biblical Principles of Emotional Health**

Ability to articulate a biblical perspective on emotional health that incorporates what Scripture has to say about how God has designed us, the impact of sin, and the benefits of redemption and a godly lifestyle.

### **Conversant in Terminology**

Understands and properly uses terminology common to the field of psychology.

### **Familiarity with Major Theories**

Familiar with common theories and techniques of the field of psychology.

### **Understands Human Development**

Understands common theories regarding processes of change and stability associated with the various stages of life.

### **Basic Counseling Skills**

Possess the skills and techniques needed to help people (building rapport, empathy, attending/listening skills, probing, challenging, utilizing values, motivating clients, strategizing, goal setting).

### **Integration of Theology and Counseling**

Prepared to work through the issues involved in evaluating and utilizing common psychological/counseling theories and techniques which may or may not integrate with known biblical principles

### **Familiarity with and Current in Chosen Field of Study**

Knowledgeable in a particular field of study, conversant with the terminology, key figures, and standard works; Widely read; Aware of the field's history; Abreast of current trends and developments

### **Devotion to God**

Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect.

### **Gentleness**

Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demand, self-seeking, or argumentative.

### **Sexual Purity**

An example of holy and honorable sexuality; puts distance between self and sexual immorality

### **Submission to Authority**

Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.

### **People Skills**

Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life.

### **Caring for the People**

Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.)

# OPTIONS/INSTRUCTIONS

Each Christian Psychology student must complete (2) semester credits of observational hours. One hour credit will be given for each semester the observations take place. Both hours can only be taken in the same semester under rare circumstances. There are various options for completing these requirements. *Each student is encouraged to complete option #3 for at least one credit of observational hours. **All options must be preapproved by your faculty supervisor, prior to arrangements.***

## Observation Options (options #2 and #3 can only be used once)

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**Option #1- “Hands on” Experience:** This is an opportunity to think outside the box! It can be a **1 credit during the semester or a RARE 2 credit opportunity (requires 30-40 hour per week commitment).**

*In order to obtain 2 credits, the experience must meet the requirements for not only option #1 but also another option provided in this handbook.*

**1a.** An **area church** (or other organization) may provide recovery programs or pastoral-care which may offer the opportunity to engage as a group leader, mentor, or helper.

**1b.** A local **counseling practice** may agree to allow a volunteer the opportunity to engage in hands-on experience in various duties that take place in a professional counseling practice. Duties may include: intake of clients, filing paperwork, observing a session, and/or attending debriefing meetings with the staff counselors as they discuss certain cases.

**1c.** Other **‘hands-on’ opportunities** may be utilized if approved. See your faculty supervisor for a list of these opportunities or to discuss an opportunity you have found.

*-These experiences are invaluable, and you are encouraged to complete at least one semester of observational hour requirements with either of these options.*

❖ Requirements:

- **Site hour log**
- **Weekly observation summaries**
- **Book report**
- **Final Evaluation**
- **Competencies Assessment** (one completed by the student and one completed by the Field Mentor)

**Option #2- Research Project (1 credit):** If you would like to learn more about the options for employment in the broad field of psychology or helping professions, you may choose to complete a research project on different options in the field.

❖ Requirements:

- **List of Vocational Opportunities:** This list must be *at least 15 different options. Narrow down the list to 4 options* which appear appealing to you as a possible future path.
- **Vocational Expectations and Benefits:** *Research the specifics* of these vocations including education requirements, licensure options (in whichever state you think you would like to live), pay scale, any billing restrictions for

insurance, and employment opportunities. This research should be summarized and placed in your portfolio.

- **Interview:** Each vocation option research should be accompanied by an interview with someone working in that role. Interview questions are provided. ***This interview must be face-to-face*** (Zoom accepted if necessary).
- **Final Summary:** After the interviews, select your top two vocational options and write a 4-page paper comparing and contrasting. End the paper by discussing which fits you best (personality, calling, educational goals, etc).

**Option #3- Learning Project (1 credit):** Attendance of a psychological training or conference.

Attendance should be in-person unless there is extraneous circumstances and modifications have been approved by your Faculty Supervisor or the Internship Coordinator.

❖ Requirements:

- **Evidence of attendance:** You must provide evidence a ticket, picture, schedule, etc.
- **Summary:** Type a 4-page summary of your experience and information acquired during the training/conference.
- **Book report:** The report must be on a book associated with the information provided at the training or conference.
- **Presentation:** After completing other requirements, condense and organize gathered information.
  - Create a *20 to 30-minute* presentation regarding the information you learned.
    - Visual aids are encouraged but use of a video during your presentation is prohibited.
    - Your presentation should be submitted in video form in your portfolio. Consider using a USB, DVD, etc.

**Option #4- Six Observations (1 credit):** You may choose a variety of facilities or practitioners you would like to visit for a *minimum of six observations*.

❖ Requirements:

- **Debrief:** Each observation must include a *30 minute to 1 hour debrief with a facilitator or counselor*. A signature by the facilitator or counselor must be obtained signifying that you participated in the observation experience and debriefed afterwards.
  - *If your observation is touring a facility, you may consider the debrief included in your active participation in the tour. This means you are expected to be actively asking questions and processing the information during the tour.*
- **Observation summary report:** Summarize your experience, observations, and information discussed in the debrief (while keeping confidential information confidential) is required for each observation.
- **Book report:** on a book covering a psychological/counseling topic.

## **REQUIREMENTS FOR ALL OPTIONS**

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### **The Learning Covenant**

The learning covenant should be written as soon as observation sites and/or learning opportunities have been confirmed.

### **Observations/Interview/Learning Experience**

For each observation, interview, or learning experience you must complete a summary. You do not need to use the form provided. You may produce your own document. However, you must include each item in your summary.

### **Communication with Your Faculty Supervisor**

You are required to contact the faculty supervisor at least once monthly during the semester/summer. The faculty supervisor and you will discuss your experiences and “debrief” any reflections concerning your experiences. If you take observation hours during the summer months you need to provide the faculty supervisor with an address, telephone number, and email address. Most debriefings will take place via email as you contact your Faculty Supervisor, and she responds.

### **Portfolio**

The portfolio is a record of what you have learned by observing and/or interviewing those in the field. The portfolio provides documentation of your experiences, as well as an opportunity to engage in a personal reflection regarding the work of God and His preparation of you for service in His Kingdom. *You will add both semesters (or summer) to the same portfolio.*

You will find all the required documents in this handbook and on the checklist of the observation option you have chosen.

All the required documents must be arranged neatly in a 3-ring binder that is clearly designated as your Observation Portfolio.

### **Final Self-Evaluation**

You must complete the Observations Final Self-Evaluation located in this handbook. The Evaluation must be typed. You may use a separate sheet of paper. Please use the same basic format and type each question before your response. This evaluation must be included in your portfolio.

### **Final Steps to Get Credit for Your Observation Hours**

1. Turn in Observations Portfolio to the Internship Coordinator at the end of the semester or summer.
2. Contact your Faculty Supervisor to schedule a time for the final debriefing.
3. Attend your final debriefing with the Faculty Supervisor.
4. As a courtesy, send out thank you notes for allowing you to observe.

## Grading

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For each of the following elements, a points will be awarded making up a certain percentage of your final grade:

1. Timely completion and submission of the **Learning Covenant**, meeting the requirements outlined in this handbook (10%).
2. Completion of **observation option requirements** (30%).
  - How well did you observe or interview?
  - Did you engage in the learning experience?
  - Are your personal reflections meaningful and helpful?
  - Did you incorporate the proposed competencies into your learning experience?
2. Attendance and engagement in **monthly debriefs** with the Faculty Supervisor (5%).
3. Completion of the **Observations Final Self-Evaluation** according to the instructions provided (25%).
4. Timely submission of a completed, and neatly organized, **Observations Portfolio Notebook** (25%).
5. In the case of **Option #1**, your grade will be influenced by the **Competencies Assessment** from your *Field Mentor* (5%, if applicable).

**Christian Psychology  
Observation Option #1  
“Hands on” Experience**

# Observation Option #1 (1 credit)

## Overview & Checklist

### Observation Information

**1a.** An area church (or other organization) may provide recovery programs or pastoral-care which may offer the opportunity to engage as a group leader, mentor, or helper.

**1b.** A local counseling practice may agree to allow a volunteer the opportunity to engage in hands-on experience in various duties that take place in a professional counseling practice. Duties may include: intake of clients, filing paperwork, observing a session, and/or attending debriefing meetings with the staff counselors as they discuss certain cases.

**1c.** Other 'hands-on' opportunities may be utilized if approved. See your faculty supervisor for a list of these opportunities or to discuss an opportunity you have found.

### Before You Sign Up

- Compete Sophomore Seminar
  - Receive acceptance from observation site
  - Get approval for site from Faculty Supervisor
  - Get Field Mentor's signature on Learning Covenant
- Turn in completed Learning Covenant to Internship Coordinator
- Make sure you register for Christian Psychology Observation credit

### To Receive Credit for Observations

- Engage in monthly communications with the Faculty Supervisor
  - o Date:                      Time:
  - o Date:                      Time:
  - o Date:                      Time:
  - o Date:                      Time:
- Complete observation requirements
  - Hour log with field mentor signature
  - Weekly observation summary
  - Read book and complete book report
  - Final Self-Evaluation
  - Give competency assessment to mentor to complete and return to the Internship Coordinator
    - o Consider providing an envelope with postage and the college mailing address
- Turn in completed Portfolio to Internship Coordinator
- Schedule and attend debrief appointment with Faculty Supervisor
- Write and send thank you notes to your observation site/field mentor

**Boise Bible College  
Observation Learning Covenant  
Christian Psychology: Option #1**

<b>For office use only:</b> Today's Date: _____ Class Code: _____ Faculty Supervisor: _____ Academic Advisor: _____
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Student Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Personal phone #: \_\_\_\_\_  
Email address: \_\_\_\_\_

**What is your primary reason or desired outcome for doing this observation/engaging in this experience?**

**Observation site:**

Institution name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_  
Contact name: \_\_\_\_\_  
Start-end dates of observation: \_\_\_\_\_

**Personal Goals for Growth through observing:** (List goals based on those competencies you intend to learn OR how you hope to grow through your observations).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original to Internship Coordinator, Copies to Faculty Supervisor, (Field Mentor), Observation portfolio/notebook



**Boise Bible College  
Christian Psychology Observation  
Summary Report**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Facility/practitioner: \_\_\_\_\_

**Instructions: It is not necessary to use this form. You may type out your own document, however, each question listed here must be included in your summary.**

1. What were the facts regarding the experience (be confidential)?

2. What were your personal reactions to what you saw and heard (thoughts and feelings)?

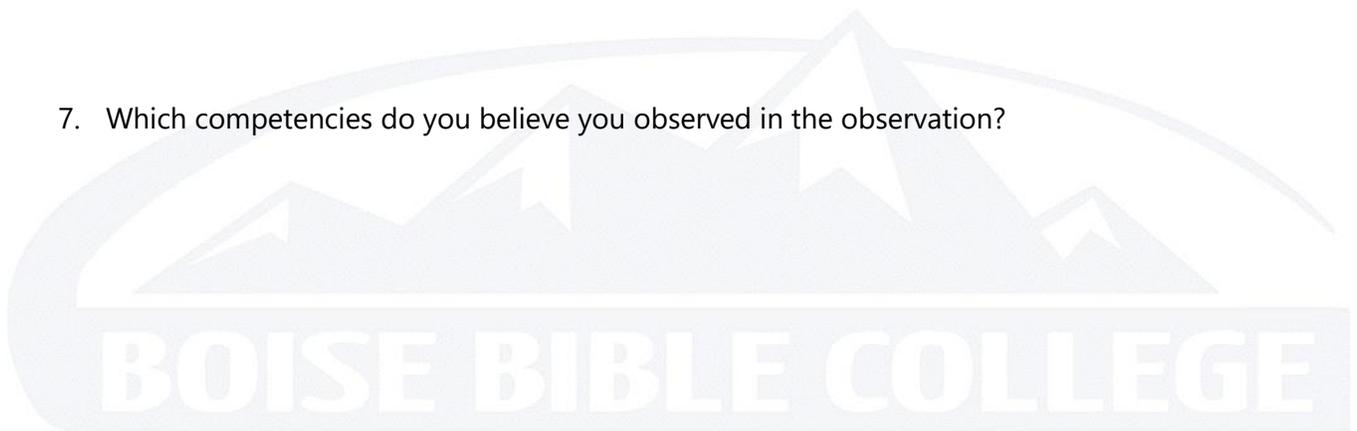
3. What did you like and dislike?

4. What did you notice as biblical or unbiblical?

5. What might you have done differently? What would you do differently?

6. What did you learn?

7. Which competencies do you believe you observed in the observation?



## **Book Report Requirements**

The book you choose must be approved by your Faculty Supervisor and be related to the psychology field.

-Read the book and submit a **4-page typed report** including:

- A confession of what percentage of the book you read.
- A summary of the contents of the book and any practical applications for the counseling profession.
- A brief evaluation of this book's usefulness to a specific area of psychology.
- Your reactions, likes, and dislikes concerning this book.
- A short description of the author's expertise to write on this topic.

-This summary must be included in your portfolio.

# Christian Psychology

## Observations

### Final Self-Evaluation



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: **This evaluation must be typed. Include the questions in your final self-evaluation to provide context for your answers.**

1. List each of your goals (as stated in your Learning Covenant) and describe the progress you have made on each.
2. List any additional learning experiences that you had not previously listed on your goals.
3. What were the five (5) most important activities or experiences of your observations and explain why they were important?
4. Discuss any new skills, character growth, self-discoveries, new knowledge, etc. that you have noticed during your observation experience.
5. Briefly describe your overall impression of your observations experience.
6. Explain anything you could have done differently or would like to have seen to make this experience more valuable?

# Boise Bible College Christian Psychology Competencies Assessment

Instructions:

## **Field Mentors**

On the following pages, in the left-hand column, you will find a list of competencies. The center column is a list of descriptors for each of the competencies. Please choose the descriptor that best fits your observations of, or experience with the student. Note that generally the target for students is the third choice. While some may exceed this level of competency, it usually takes years of experience to achieve the higher levels.

Feel free to write any comments in the right-hand column.

Please ***sign the bottom of the document.***

## **Students**

If you are doing a self-assessment, please identify the descriptor that best describes your experience during your observation experience.

Feel free to make any comments in the right-hand column.

**Student:**

**Date:**

Competency	Rating	Comments
<p><b>Biblical Principles of Emotional Health</b> Ability to articulate a biblical perspective on emotional health that incorporates what Scripture has to say about how God has designed us, the impact of sin, and the benefits of redemption and a godly lifestyle</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Empowers others by discipling them to live out biblical principles of emotional health</li><li><input type="checkbox"/> Demonstrates an experiential personal grasp of biblical principles</li><li><input type="checkbox"/> Can articulate biblical principles of emotional health and cite biblical support</li><li><input type="checkbox"/> Simplistic and rudimentary grasp of biblical principles; Preachy; Relies excessively on one or two verses or concepts</li><li><input type="checkbox"/> Not guided by biblical principles; Informed purely by experiences popular opinion, or secular sources</li></ul>	
<p><b>Conversant in Terminology</b> Understands and properly uses terminology common to one's field</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Completely conversant with terminology of the field, Aware of exoteric nuances of the terms</li><li><input type="checkbox"/> Understands, properly uses, and capable of explaining key terms</li><li><input type="checkbox"/> Understand and properly uses key terms</li><li><input type="checkbox"/> Has general and vague awareness of most key terms</li><li><input type="checkbox"/> Unaware of even the most basic of key terminology</li></ul>	
<p><b>Familiarity with Major Theories</b> Familiar with common theories and techniques of the field</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Able to explain, critique, and effectively utilize major theories</li><li><input type="checkbox"/> Able to articulate the distinctions between major theories and techniques</li><li><input type="checkbox"/> For most major theories is aware of defining techniques, features and underlying assumptions</li><li><input type="checkbox"/> Familiar with rudimentary concepts and techniques of a very limited number of theories</li><li><input type="checkbox"/> No useful comprehension of the feature of major theories or techniques</li></ul>	

<p><b>Understands Human Development</b> Understands common theories regarding processes of change and stability associated with the various stages of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize common theories of human development</li> <li><input type="checkbox"/> Able to articulate the distinctions between the major theories of human development</li> <li><input type="checkbox"/> Aware of common theories of human development, their defining features, and underlying assumptions</li> <li><input type="checkbox"/> Only vaguely familiar with key features of the states of development</li> <li><input type="checkbox"/> No working knowledge of key developmental issues</li> </ul>	
<p><b>Basic Counseling Skills</b> Possess the skills and techniques needed to help people (building rapport, empathy, attending/listening skills, probing, challenging, utilizing values, motivating clients, strategizing, goal setting)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly picks up subtle clues; Adjusts proactively to deal with emerging issues; effectively applies appropriate techniques</li> <li><input type="checkbox"/> Demonstrates flexibility in the use of appropriate techniques in common counseling situations</li> <li><input type="checkbox"/> Demonstrates appropriate techniques to common counseling scenarios in role plays</li> <li><input type="checkbox"/> Adheres to rudimentary paradigm, Misses cues, Sees what expects to see; Unhelpful</li> <li><input type="checkbox"/> Clumsy; Follows rigid predetermined script; Unresponsive; Harmful</li> </ul>	
<p><b>Integration of Theology and Counseling</b> Prepared to work through the issues involved in evaluating and utilizing common psychological/counseling theories and techniques which may or may not integrate with known biblical principles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively uses biblical principles to filter out, modify, or apply contemporary theories and techniques</li> <li><input type="checkbox"/> Can explain how biblical principles intersect with contemporary theories and techniques</li> <li><input type="checkbox"/> Able to discern counseling constructs that may or may not align with essential biblical principles</li> <li><input type="checkbox"/> Vague and limited awareness of biblical issues associated with techniques and principles</li> <li><input type="checkbox"/> Uncritical acceptance of techniques and principles without integrating with biblical principles</li> </ul>	

<p><b>Familiarity with &amp; Current in Chosen Field of Study</b>  Knowledgeable in a particular field of study, conversant with the terminology, key figures, and standard works; Widely read; Aware of the field's history; Abreast of current trends and developments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A wealth of knowledge about the field</li> <li><input type="checkbox"/> Increasingly conversant with important details</li> <li><input type="checkbox"/> Operates with general knowledge and most critical details</li> <li><input type="checkbox"/> Has serious gaps in knowledge of the field</li> <li><input type="checkbox"/> Embarrassingly ignorant of rudimentary matters of the field</li> </ul>	
<p><b>Devotion to God</b>  Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently and deeply consecrated to God</li> <li><input type="checkbox"/> Working at deepening consecration to God</li> <li><input type="checkbox"/> Generally God-centered lifestyle</li> <li><input type="checkbox"/> Inconsistent; some questionable choices</li> <li><input type="checkbox"/> Self-centered; Profane</li> </ul>	
<p><b>Gentleness</b>  Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demand, self-seeking, or argumentative</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constantly focused on helping and elevating others</li> <li><input type="checkbox"/> Considerate; Takes initiative in looking out for others</li> <li><input type="checkbox"/> Congenial: Willing to yield to others</li> <li><input type="checkbox"/> Inconsiderate; focused on self</li> <li><input type="checkbox"/> Arrogant and rude; focused on self</li> </ul>	
<p><b>Sexual Purity</b>  An example of holy and honorable sexuality; puts distance between self and sexual immorality</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Above reproach</li> <li><input type="checkbox"/> Has a good reputation</li> <li><input type="checkbox"/> Avoids compromising situations</li> <li><input type="checkbox"/> Involved in questionable or unwise situations</li> <li><input type="checkbox"/> Not trusted</li> </ul>	
<p><b>Submission to Authority</b>  Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority</li> <li><input type="checkbox"/> Open to guidance and direction; Respectful of and obedient to those in authority</li> <li><input type="checkbox"/> Does what is told to do</li> <li><input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority</li> <li><input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others</li> </ul>	

<p><b>People Skills</b> Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely “gets” people and connects with them</li> <li><input type="checkbox"/> Understands people well</li> <li><input type="checkbox"/> Works hard at understanding people</li> <li><input type="checkbox"/> Occasionally seems unaware of where people are at</li> <li><input type="checkbox"/> Completely unaware of where people are at</li> </ul>	
<p><b>Caring for the People</b> Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly sought after, has a reputation for providing excellent pastoral care</li> <li><input type="checkbox"/> Compassionate; Sets people at ease; Provides effective pastoral care</li> <li><input type="checkbox"/> Compassionate; Has basic skills but limited experience</li> <li><input type="checkbox"/> Appears unapproachable, uncaring, or awkward</li> <li><input type="checkbox"/> Involvement produces more harm than good</li> </ul>	

**Christian Psychology  
Observation Option #2  
Research Project**

# Observation Option #2

## Overview & Checklist

### Observation Information

If you would like to learn more about the options for employment in the broad field of psychology or helping professions, you may choose to complete a research project on different options in the field.

- Requirements:

- The creation of a **list of vocational opportunities** in the field. This list must be *at least 15 different options*. *Narrow down the list to 4 options* which appear appealing to you as a possible future path.
- **Research the specifics** of these vocations including education requirements, licensure options (in whichever state you think you would like to live), pay scale, any billing restrictions for insurance, and employment opportunities. This research should be summarized and placed in your portfolio.
- Each vocation option research should be accompanied by an interview with someone working in that role. Interview questions are provided. ***This interview must be face-to-face*** (Zoom accepted if necessary).
- After the interviews, select your top two vocational options and write a **4-page comparison paper**.

### Before You Sign Up

- Compete Sophomore Seminar
- Get approval for observation option from Faculty Supervisor
- Turn in completed Learning Covenant to Internship Coordinator
- Make sure you register for Christian Psychology Observation credits

### To Receive Credit for Observations

- Monthly communications with Faculty Supervisor
  - Date:                      Time:
  - Date:                      Time:
  - Date:                      Time:
  - Date:                      Time:
- Complete observation requirements
  - List of 15 vocations
  - Research summarizations including interview summaries (4)
  - Compare and contrast paper (min. *4 pages*, typed)
  - Final Self-Evaluation
  - Competencies Assessment completed for oneself
- Turn in completed Portfolio to Internship Coordinator
- Schedule and attend debrief appointment with Faculty Supervisor
- Thank you notes to interviewees

**Boise Bible College  
Observation Learning Covenant  
Christian Psychology: Option #2**

**For office use only:**

Today's Date: \_\_\_\_\_

Class Code: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Personal phone #: \_\_\_\_\_

Email address: \_\_\_\_\_

**What is your primary reason or desired outcome for doing the research and interviews?**

**Provide an outline for your goals for completion of each part of the research project. Provide specific dates.**



BOISE BIBLE COLLEGE

**Personal Goals for Growth:** (List goals based on those competencies you intend to learn OR how you hope to grow through your observations).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original to Internship Coordinator, Copies to Faculty Supervisor, (Field Mentor), Observation portfolio/notebook

# Interview Questions

***Not all questions need to be asked. You choose those you find helpful. Make this a learning experience more than just an assignment to complete.***

1. How long have you been in your current position? What is your official title?
2. What is your educational background? How do you think it prepared you for the demands of your job?
3. [If applicable?] Was your Bible College training adequate for you to start counseling in your first ministry?

Why or why not?

4. How much counseling do you do a week, a month?
5. What are the most common scenarios you encounter in counseling?
6. What role does counseling play in your ministry? Is it an effective part of your ministry?
7. How long do you work with someone in counseling?



**Boise Bible College  
Christian Psychology Observation  
Interview Summary**

Student Name: \_\_\_\_\_

Interview Individual: \_\_\_\_\_

Interviewee's profession: \_\_\_\_\_

**Please type up these questions on a separate document in order to elaborate appropriately regarding each question.**

1. Summarize the contents of their answers to each of your questions.
2. What were your personal reactions to what you saw and heard (thoughts and feelings)?
3. What did you learn?
4. Which competencies do you believe you observed in the observation or interview?
5. What did you like and dislike about their vocation and/or vocational responsibilities?

## List of Vocational Options

- Create a typed list of 15 vocational options.
  - Be creative and think outside of the box.
- Narrow that list to 4 options which appear to be the best fit for you.

-Include this list in your portfolio.

---

## Research Summary

Research specific information regarding the top 4 vocational choices and summarize this information in a **4-page paper** including:

- Educational requirements.
- Licensure options (for whatever state you think you would like to live).
- Potential salary range.
- Any billing restrictions for insurance, Medicaid, or Medicare.
- Employment opportunities or agencies.
- Why did you choose these 4 options?

-Include this summary in your portfolio.

---

## Compare and Contrast Paper

After the interviews, select your top two vocational options and write a **4-page paper** evaluating the two chosen vocations.

-Include:

- Pros and cons of each profession.
- Education and/or training options available to qualify you for this occupational role.
- What is appealing to you regarding these two occupational options?
- End the paper by discussing which option fits you best (personality, calling, educational goals, specialization interests, etc).

-This paper must be included in your portfolio.

# Christian Psychology

## Observations

### Final Self-Evaluation



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: **This evaluation must be typed. Include the questions in your final self-evaluation to provide context for your answers.**

1. List each of your goals (as stated in your Learning Covenant) and describe the progress you have made on each.
2. List any additional learning experiences that you had not previously listed on your goals.
3. What were the five (5) most important activities or experiences of your observations and explain why they were important?
4. Discuss any new skills, character growth, self-discoveries, new knowledge, etc. that you have noticed during your observation experience.
5. Briefly describe your overall impression of your observations experience.
6. Explain anything you could have done differently or would like to have seen to make this experience more valuable?

# Boise Bible College Christian Psychology Competencies Assessment

Instructions:

## **Field Mentors**

On the following pages, in the left-hand column, you will find a list of competencies. The center column is a list of descriptors for each of the competencies. Please choose the descriptor that best fits your observations of, or experience with the student. Note that generally the target for students is the third choice. While some may exceed this level of competency, it usually takes years of experience to achieve the higher levels.

Feel free to write any comments in the right-hand column.

Please ***sign the bottom of the document.***

## **Students**

If you are doing a self-assessment, please identify the descriptor that best describes your experience during your observation experience.

Feel free to make any comments in the right-hand column.

**Student:**

**Date:**

Competency	Rating	Comments
<p><b>Biblical Principles of Emotional Health</b> Ability to articulate a biblical perspective on emotional health that incorporates what Scripture has to say about how God has designed us, the impact of sin, and the benefits of redemption and a godly lifestyle</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Empowers others by discipling them to live out biblical principles of emotional health</li><li><input type="checkbox"/> Demonstrates an experiential personal grasp of biblical principles</li><li><input type="checkbox"/> Can articulate biblical principles of emotional health and cite biblical support</li><li><input type="checkbox"/> Simplistic and rudimentary grasp of biblical principles; Preachy; Relies excessively on one or two verses or concepts</li><li><input type="checkbox"/> Not guided by biblical principles; Informed purely by experiences popular opinion, or secular sources</li></ul>	
<p><b>Conversant in Terminology</b> Understands and properly uses terminology common to one's field</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Completely conversant with terminology of the field, Aware of exoteric nuances of the terms</li><li><input type="checkbox"/> Understands, properly uses, and capable of explaining key terms</li><li><input type="checkbox"/> Understand and properly uses key terms</li><li><input type="checkbox"/> Has general and vague awareness of most key terms</li><li><input type="checkbox"/> Unaware of even the most basic of key terminology</li></ul>	
<p><b>Familiarity with Major Theories</b> Familiar with common theories and techniques of the field</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Able to explain, critique, and effectively utilize major theories</li><li><input type="checkbox"/> Able to articulate the distinctions between major theories and techniques</li><li><input type="checkbox"/> For most major theories is aware of defining techniques, features and underlying assumptions</li><li><input type="checkbox"/> Familiar with rudimentary concepts and techniques of a very limited number of theories</li><li><input type="checkbox"/> No useful comprehension of the feature of major theories or techniques</li></ul>	

<p><b>Understands Human Development</b> Understands common theories regarding processes of change and stability associated with the various stages of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize common theories of human development</li> <li><input type="checkbox"/> Able to articulate the distinctions between the major theories of human development</li> <li><input type="checkbox"/> Aware of common theories of human development, their defining features, and underlying assumptions</li> <li><input type="checkbox"/> Only vaguely familiar with key features of the states of development</li> <li><input type="checkbox"/> No working knowledge of key developmental issues</li> </ul>	
<p><b>Basic Counseling Skills</b> Possess the skills and techniques needed to help people (building rapport, empathy, attending/listening skills, probing, challenging, utilizing values, motivating clients, strategizing, goal setting)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly picks up subtle clues; Adjusts proactively to deal with emerging issues; effectively applies appropriate techniques</li> <li><input type="checkbox"/> Demonstrates flexibility in the use of appropriate techniques in common counseling situations</li> <li><input type="checkbox"/> Demonstrates appropriate techniques to common counseling scenarios in role plays</li> <li><input type="checkbox"/> Adheres to rudimentary paradigm, Misses cues, Sees what expects to see; Unhelpful</li> <li><input type="checkbox"/> Clumsy; Follows rigid predetermined script; Unresponsive; Harmful</li> </ul>	
<p><b>Integration of Theology and Counseling</b> Prepared to work through the issues involved in evaluating and utilizing common psychological/counseling theories and techniques which may or may not integrate with known biblical principles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively uses biblical principles to filter out, modify, or apply contemporary theories and techniques</li> <li><input type="checkbox"/> Can explain how biblical principles intersect with contemporary theories and techniques</li> <li><input type="checkbox"/> Able to discern counseling constructs that may or may not align with essential biblical principles</li> <li><input type="checkbox"/> Vague and limited awareness of biblical issues associated with techniques and principles</li> <li><input type="checkbox"/> Uncritical acceptance of techniques and principles without integrating with biblical principles</li> </ul>	

<p><b>Familiarity with &amp; Current in Chosen Field of Study</b>  Knowledgeable in a particular field of study, conversant with the terminology, key figures, and standard works; Widely read; Aware of the field's history; Abreast of current trends and developments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A wealth of knowledge about the field</li> <li><input type="checkbox"/> Increasingly conversant with important details</li> <li><input type="checkbox"/> Operates with general knowledge and most critical details</li> <li><input type="checkbox"/> Has serious gaps in knowledge of the field</li> <li><input type="checkbox"/> Embarrassingly ignorant of rudimentary matters of the field</li> </ul>	
<p><b>Devotion to God</b>  Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently and deeply consecrated to God</li> <li><input type="checkbox"/> Working at deepening consecration to God</li> <li><input type="checkbox"/> Generally God-centered lifestyle</li> <li><input type="checkbox"/> Inconsistent; some questionable choices</li> <li><input type="checkbox"/> Self-centered; Profane</li> </ul>	
<p><b>Gentleness</b>  Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demand, self-seeking, or argumentative</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constantly focused on helping and elevating others</li> <li><input type="checkbox"/> Considerate; Takes initiative in looking out for others</li> <li><input type="checkbox"/> Congenial: Willing to yield to others</li> <li><input type="checkbox"/> Inconsiderate; focused on self</li> <li><input type="checkbox"/> Arrogant and rude; focused on self</li> </ul>	
<p><b>Sexual Purity</b>  An example of holy and honorable sexuality; puts distance between self and sexual immorality</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Above reproach</li> <li><input type="checkbox"/> Has a good reputation</li> <li><input type="checkbox"/> Avoids compromising situations</li> <li><input type="checkbox"/> Involved in questionable or unwise situations</li> <li><input type="checkbox"/> Not trusted</li> </ul>	
<p><b>Submission to Authority</b>  Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority</li> <li><input type="checkbox"/> Open to guidance and direction; Respectful of and obedient to those in authority</li> <li><input type="checkbox"/> Does what is told to do</li> <li><input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority</li> <li><input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others</li> </ul>	

<p><b>People Skills</b> Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely “gets” people and connects with them</li> <li><input type="checkbox"/> Understands people well</li> <li><input type="checkbox"/> Works hard at understanding people</li> <li><input type="checkbox"/> Occasionally seems unaware of where people are at</li> <li><input type="checkbox"/> Completely unaware of where people are at</li> </ul>	
<p><b>Caring for the People</b> Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly sought after, has a reputation for providing excellent pastoral care</li> <li><input type="checkbox"/> Compassionate; Sets people at ease; Provides effective pastoral care</li> <li><input type="checkbox"/> Compassionate; Has basic skills but limited experience</li> <li><input type="checkbox"/> Appears unapproachable, uncaring, or awkward</li> <li><input type="checkbox"/> Involvement produces more harm than good</li> </ul>	

# Christian Psychology Observation Option #3



**Boise Bible College  
Observation Learning Covenant  
Christian Psychology: Option #3**

**For office use only:**

Today's Date: \_\_\_\_\_

Class Code: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Personal phone #: \_\_\_\_\_

Email address: \_\_\_\_\_

**What is your primary reason or desired outcome for attending this training and doing this research project?**

**Training or Conference:**

Name:

Date/time:

**Chosen book?**

Title:

Author:

# of pages:

**Provide a timeline for expected completion of each requirement (learning experience, summary, book report, video).**

**Personal Goals for Growth:** (List goals based on those competencies you intend to learn OR how you hope to grow through your observations).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original to Internship Coordinator, Copies to Faculty Supervisor, (Field Mentor), Observation portfolio/notebook

## **Learning Experience Summary**

Type up a **4-page paper** including:

- Why did you choose this learning experience?
  - Summarize what was covered in the training or conference.
  - What did you learn from the training or conference?
  - What did you like? What did you dislike?
  - What competencies did you identify during the learning experience?
- 

## **Book Report Requirements**

Choose a book associated with the material covered in the training or conference. *It must be approved by your Faculty Supervisor.* Include your book choice in your Learning Covenant.

-Read your chosen book and submit a **4-page typed report** including:

- A confession of what percentage of the book you read.
- A summary of the contents of the book and any practical applications for the counseling profession.
- A brief evaluation of this book's usefulness to a specific area of psychology.
- Your reactions, likes, and dislikes concerning this book.
- A short description of the author's expertise to write on this topic.

-This summary must be included in your portfolio.

---

## **Video Presentation Guidelines**

Once you have attended the training/conference and completed your book report, create a 20–30-minute presentation regarding the information you learned.

- Present the information as you would if you were teaching a class on the topic selected.
- Visual aids are encouraged but use of a video to supplement your presentation is prohibited.
- Your presentation should be submitted in video form in your portfolio. Consider using a USB, DVD, etc.



# Boise Bible College Christian Psychology Competencies Assessment

## Instructions:

### Field Mentors

On the following pages, in the left-hand column, you will find a list of competencies. The center column is a list of descriptors for each of the competencies. Please choose the descriptor that best fits your observations of, or experience with the student. Note that generally the target for students is the third choice. While some may exceed this level of competency, it usually takes years of experience to achieve the higher levels.

Feel free to write any comments in the right-hand column.

Please ***sign the bottom of the document.***

### Students

If you are doing a self-assessment, please identify the descriptor that best describes your experience during your observation experience.

Feel free to make any comments in the right-hand column.

**Student:**

**Date:**

Competency	Rating	Comments
<p><b>Biblical Principles of Emotional Health</b>                      Ability to articulate a biblical perspective on emotional health that incorporates what Scripture has to say about how God has designed us, the impact of sin, and the benefits of redemption and a godly lifestyle</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Empowers others by discipling them to live out biblical principles of emotional health</li> <li><input type="checkbox"/> Demonstrates an experiential personal grasp of biblical principles</li> <li><input type="checkbox"/> Can articulate biblical principles of emotional health and cite biblical support</li> <li><input type="checkbox"/> Simplistic and rudimentary grasp of biblical principles; Preachy; Relies excessively on one or two verses or concepts</li> <li><input type="checkbox"/> Not guided by biblical principles; Informed purely by experiences popular opinion, or secular sources</li> </ul>	
<p><b>Conversant in Terminology</b>                      Understands and properly uses terminology common to one's field</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely conversant with terminology of the field, Aware of exoteric nuances of the terms</li> <li><input type="checkbox"/> Understands, properly uses, and capable of explaining key terms</li> <li><input type="checkbox"/> Understand and properly uses key terms</li> <li><input type="checkbox"/> Has general and vague awareness of most key terms</li> <li><input type="checkbox"/> Unaware of even the most basic of key terminology</li> </ul>	
<p><b>Familiarity with Major Theories</b>                      Familiar with common theories and techniques of the field</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize major theories</li> <li><input type="checkbox"/> Able to articulate the distinctions between major theories and techniques</li> <li><input type="checkbox"/> For most major theories is aware of defining techniques, features and underlying assumptions</li> <li><input type="checkbox"/> Familiar with rudimentary concepts and techniques of a very limited number of theories</li> <li><input type="checkbox"/> No useful comprehension of the feature of major theories or techniques</li> </ul>	

<p><b>Understands Human Development</b> Understands common theories regarding processes of change and stability associated with the various stages of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize common theories of human development</li> <li><input type="checkbox"/> Able to articulate the distinctions between the major theories of human development</li> <li><input type="checkbox"/> Aware of common theories of human development, their defining features, and underlying assumptions</li> <li><input type="checkbox"/> Only vaguely familiar with key features of the states of development</li> <li><input type="checkbox"/> No working knowledge of key developmental issues</li> </ul>	
<p><b>Basic Counseling Skills</b> Possess the skills and techniques needed to help people (building rapport, empathy, attending/listening skills, probing, challenging, utilizing values, motivating clients, strategizing, goal setting)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly picks up subtle clues; Adjusts proactively to deal with emerging issues; effectively applies appropriate techniques</li> <li><input type="checkbox"/> Demonstrates flexibility in the use of appropriate techniques in common counseling situations</li> <li><input type="checkbox"/> Demonstrates appropriate techniques to common counseling scenarios in role plays</li> <li><input type="checkbox"/> Adheres to rudimentary paradigm, Misses cues, Sees what expects to see; Unhelpful</li> <li><input type="checkbox"/> Clumsy; Follows rigid predetermined script; Unresponsive; Harmful</li> </ul>	
<p><b>Integration of Theology and Counseling</b> Prepared to work through the issues involved in evaluating and utilizing common psychological/counseling theories and techniques which may or may not integrate with known biblical principles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively uses biblical principles to filter out, modify, or apply contemporary theories and techniques</li> <li><input type="checkbox"/> Can explain how biblical principles intersect with contemporary theories and techniques</li> <li><input type="checkbox"/> Able to discern counseling constructs that may or may not align with essential biblical principles</li> <li><input type="checkbox"/> Vague and limited awareness of biblical issues associated with techniques and principles</li> <li><input type="checkbox"/> Uncritical acceptance of techniques and principles without integrating with biblical principles</li> </ul>	

<p><b>Familiarity with &amp; Current in Chosen Field of Study</b>  Knowledgeable in a particular field of study, conversant with the terminology, key figures, and standard works; Widely read; Aware of the field's history; Abreast of current trends and developments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A wealth of knowledge about the field</li> <li><input type="checkbox"/> Increasingly conversant with important details</li> <li><input type="checkbox"/> Operates with general knowledge and most critical details</li> <li><input type="checkbox"/> Has serious gaps in knowledge of the field</li> <li><input type="checkbox"/> Embarrassingly ignorant of rudimentary matters of the field</li> </ul>	
<p><b>Devotion to God</b>  Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently and deeply consecrated to God</li> <li><input type="checkbox"/> Working at deepening consecration to God</li> <li><input type="checkbox"/> Generally God-centered lifestyle</li> <li><input type="checkbox"/> Inconsistent; some questionable choices</li> <li><input type="checkbox"/> Self-centered; Profane</li> </ul>	
<p><b>Gentleness</b>  Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demand, self-seeking, or argumentative</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constantly focused on helping and elevating others</li> <li><input type="checkbox"/> Considerate; Takes initiative in looking out for others</li> <li><input type="checkbox"/> Congenial: Willing to yield to others</li> <li><input type="checkbox"/> Inconsiderate; focused on self</li> <li><input type="checkbox"/> Arrogant and rude; focused on self</li> </ul>	
<p><b>Sexual Purity</b>  An example of holy and honorable sexuality; puts distance between self and sexual immorality</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Above reproach</li> <li><input type="checkbox"/> Has a good reputation</li> <li><input type="checkbox"/> Avoids compromising situations</li> <li><input type="checkbox"/> Involved in questionable or unwise situations</li> <li><input type="checkbox"/> Not trusted</li> </ul>	
<p><b>Submission to Authority</b>  Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority</li> <li><input type="checkbox"/> Open to guidance and direction; Respectful of and obedient to those in authority</li> <li><input type="checkbox"/> Does what is told to do</li> <li><input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority</li> <li><input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others</li> </ul>	

<p><b>People Skills</b> Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely “gets” people and connects with them</li> <li><input type="checkbox"/> Understands people well</li> <li><input type="checkbox"/> Works hard at understanding people</li> <li><input type="checkbox"/> Occasionally seems unaware of where people are at</li> <li><input type="checkbox"/> Completely unaware of where people are at</li> </ul>	
<p><b>Caring for the People</b> Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly sought after, has a reputation for providing excellent pastoral care</li> <li><input type="checkbox"/> Compassionate; Sets people at ease; Provides effective pastoral care</li> <li><input type="checkbox"/> Compassionate; Has basic skills but limited experience</li> <li><input type="checkbox"/> Appears unapproachable, uncaring, or awkward</li> <li><input type="checkbox"/> Involvement produces more harm than good</li> </ul>	

# Christian Psychology Observation Option #4

# Observation Option #4

## Overview & Checklist

### Observation Information

Engage in a variety of facilities or practitioners you would like to visit for a *minimum of six observations*.

- Each observation must include a *30 minute-1 hour debrief with a facilitator or counselor*. A *signature by the facilitator or counselor* must be obtained signifying that you participated in the observation experience and debriefed afterwards.
  - *If your observation is touring a facility, you may consider the debrief included in your active participation in the tour. This means you are expected to be actively asking questions and processing the information during the tour.*

### Before You Sign Up

- Compete Sophomore Seminar
  - Contact possible observation sites
  - Receive acceptance from observation sites
  - Choose a book
  - Get approval for sites and book from Faculty Supervisor
  - Schedule observations (6) with site(s)
- Turn in completed Learning Covenant to Internship Coordinator
- Make sure you register for Christian Psychology Observation credits

### To Receive Credit for Observations

- Monthly communications with Faculty Supervisor
  - Date:                      Time:
  - Date:                      Time:
  - Date:                      Time:
  - Date:                      Time:
  - Date:                      Time:
- Complete observation requirements
  - Observation summaries for each observation
  - Observation site log with Field Mentor signature
  - Read book and complete Book report summary
  - Final Self-Evaluation
  - Competencies Assessment for self
- Turn in completed Portfolio to Internship Coordinator
- Schedule and attend debrief appointment with Faculty Supervisor
- Thank you notes to observation sites/mentors

**Boise Bible College  
Observation Learning Covenant  
Christian Psychology: Option #4**

<b>For office use only:</b> Today's Date: _____ Class Code: _____ Faculty Supervisor: _____ Academic Advisor: _____
---

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Personal phone #: \_\_\_\_\_

Email address: \_\_\_\_\_

**What is your primary reason or desired outcome for doing this observation experience?**

**Observation site(s):**

Institution:  
Address:  
Phone #:  
Contact name:

**Personal Goals for Growth:** (List goals based on those competencies you intend to learn OR How you hope to grow through your observations).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original to Internship Coordinator, Copies to Faculty Supervisor, (Field Mentor), Observation portfolio/notebook

## Christian Psychology Observation Site Log

\*Please note that by signing the student's log you are stating that they *engaged in an observation with you or through your facility* **and** they *engaged in a debrief regarding the experience afterwards for 30 minutes to 1 hour.*

Site 1 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

Site 2 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

Site 3 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

Site 4 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

Site 5 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

Site 6 : \_\_\_\_\_ Date : \_\_\_\_\_ Time : \_\_\_\_\_

Field Mentor signature : \_\_\_\_\_

# Boise Bible College Christian Psychology Observation Summary Report

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Facility/practitioner: \_\_\_\_\_

Instructions: **It is not necessary to use this form. You may type out your own document, however, each item listed here must be included in your summary.**

1. What were the facts regarding the experience (be confidential)?
2. What were your personal reactions to what you saw and heard (thoughts and feelings)?
3. What did you like and dislike?
4. What did you notice as biblical or unbiblical?
5. What might you have done differently? What would you do differently?
6. What did you learn?
7. Which competencies do you believe you observed in the observation?

## **Book Report Requirements**

The book you choose must be approved by your Faculty Supervisor and be related to the psychology field.

- Read your chosen book and submit a **4-page typed report** including:
  - A confession of what percentage of the book you read.
  - A summary of the contents of the book and any practical applications for the counseling profession.
  - A brief evaluation of this book's usefulness to a specific area of psychology.
  - Your reactions, likes, and dislikes concerning this book.
  - A short description of the author's expertise to write on this topic.

-This summary must be included in your portfolio.

# Christian Psychology

## Observations

### Final Self-Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: **This evaluation must be typed. Include the questions in your final self-evaluation to provide context for your answers.**

1. List each of your goals (as stated in your Learning Covenant) and describe the progress you have made on each.
2. List any additional learning experiences that you had not previously listed on your goals.
3. What were the five (5) most important activities or experiences of your observations and explain why they were important?
4. Discuss any new skills, character growth, self-discoveries, new knowledge, etc. that you have noticed during your observation experience.
5. Briefly describe your overall impression of your observations experience.
6. Explain anything you could have done differently or would like to have seen to make this experience more valuable?

# Boise Bible College Christian Psychology Competencies Assessment

Instructions:

## **Field Mentors**

On the following pages, in the left-hand column, you will find a list of competencies. The center column is a list of descriptors for each of the competencies. Please choose the descriptor that best fits your observations of, or experience with the student. Note that generally the target for students is the third choice. While some may exceed this level of competency, it usually takes years of experience to achieve the higher levels.

Feel free to write any comments in the right-hand column.

Please ***sign the bottom of the document.***

## **Students**

If you are doing a self-assessment, please identify the descriptor that best describes your experience during your observation experience.

Feel free to make any comments in the right-hand column.

**Student:**

**Date:**

Competency	Rating	Comments
<p><b>Biblical Principles of Emotional Health</b>                      Ability to articulate a biblical perspective on emotional health that incorporates what Scripture has to say about how God has designed us, the impact of sin, and the benefits of redemption and a godly lifestyle</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Empowers others by discipling them to live out biblical principles of emotional health</li> <li><input type="checkbox"/> Demonstrates an experiential personal grasp of biblical principles</li> <li><input type="checkbox"/> Can articulate biblical principles of emotional health and cite biblical support</li> <li><input type="checkbox"/> Simplistic and rudimentary grasp of biblical principles; Preachy; Relies excessively on one or two verses or concepts</li> <li><input type="checkbox"/> Not guided by biblical principles; Informed purely by experiences popular opinion, or secular sources</li> </ul>	
<p><b>Conversant in Terminology</b>                      Understands and properly uses terminology common to one's field</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely conversant with terminology of the field, Aware of exoteric nuances of the terms</li> <li><input type="checkbox"/> Understands, properly uses, and capable of explaining key terms</li> <li><input type="checkbox"/> Understand and properly uses key terms</li> <li><input type="checkbox"/> Has general and vague awareness of most key terms</li> <li><input type="checkbox"/> Unaware of even the most basic of key terminology</li> </ul>	
<p><b>Familiarity with Major Theories</b>                      Familiar with common theories and techniques of the field</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize major theories</li> <li><input type="checkbox"/> Able to articulate the distinctions between major theories and techniques</li> <li><input type="checkbox"/> For most major theories is aware of defining techniques, features and underlying assumptions</li> <li><input type="checkbox"/> Familiar with rudimentary concepts and techniques of a very limited number of theories</li> <li><input type="checkbox"/> No useful comprehension of the feature of major theories or techniques</li> </ul>	

<p><b>Understands Human Development</b> Understands common theories regarding processes of change and stability associated with the various stages of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to explain, critique, and effectively utilize common theories of human development</li> <li><input type="checkbox"/> Able to articulate the distinctions between the major theories of human development</li> <li><input type="checkbox"/> Aware of common theories of human development, their defining features, and underlying assumptions</li> <li><input type="checkbox"/> Only vaguely familiar with key features of the states of development</li> <li><input type="checkbox"/> No working knowledge of key developmental issues</li> </ul>	
<p><b>Basic Counseling Skills</b> Possess the skills and techniques needed to help people (building rapport, empathy, attending/listening skills, probing, challenging, utilizing values, motivating clients, strategizing, goal setting)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly picks up subtle clues; Adjusts proactively to deal with emerging issues; effectively applies appropriate techniques</li> <li><input type="checkbox"/> Demonstrates flexibility in the use of appropriate techniques in common counseling situations</li> <li><input type="checkbox"/> Demonstrates appropriate techniques to common counseling scenarios in role plays</li> <li><input type="checkbox"/> Adheres to rudimentary paradigm, Misses cues, Sees what expects to see; Unhelpful</li> <li><input type="checkbox"/> Clumsy; Follows rigid predetermined script; Unresponsive; Harmful</li> </ul>	
<p><b>Integration of Theology and Counseling</b> Prepared to work through the issues involved in evaluating and utilizing common psychological/counseling theories and techniques which may or may not integrate with known biblical principles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively uses biblical principles to filter out, modify, or apply contemporary theories and techniques</li> <li><input type="checkbox"/> Can explain how biblical principles intersect with contemporary theories and techniques</li> <li><input type="checkbox"/> Able to discern counseling constructs that may or may not align with essential biblical principles</li> <li><input type="checkbox"/> Vague and limited awareness of biblical issues associated with techniques and principles</li> <li><input type="checkbox"/> Uncritical acceptance of techniques and principles without integrating with biblical principles</li> </ul>	

<p><b>Familiarity with &amp; Current in Chosen Field of Study</b>  Knowledgeable in a particular field of study, conversant with the terminology, key figures, and standard works; Widely read; Aware of the field's history; Abreast of current trends and developments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A wealth of knowledge about the field</li> <li><input type="checkbox"/> Increasingly conversant with important details</li> <li><input type="checkbox"/> Operates with general knowledge and most critical details</li> <li><input type="checkbox"/> Has serious gaps in knowledge of the field</li> <li><input type="checkbox"/> Embarrassingly ignorant of rudimentary matters of the field</li> </ul>	
<p><b>Devotion to God</b>  Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently and deeply consecrated to God</li> <li><input type="checkbox"/> Working at deepening consecration to God</li> <li><input type="checkbox"/> Generally God-centered lifestyle</li> <li><input type="checkbox"/> Inconsistent; some questionable choices</li> <li><input type="checkbox"/> Self-centered; Profane</li> </ul>	
<p><b>Gentleness</b>  Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demand, self-seeking, or argumentative</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constantly focused on helping and elevating others</li> <li><input type="checkbox"/> Considerate; Takes initiative in looking out for others</li> <li><input type="checkbox"/> Congenial: Willing to yield to others</li> <li><input type="checkbox"/> Inconsiderate; focused on self</li> <li><input type="checkbox"/> Arrogant and rude; focused on self</li> </ul>	
<p><b>Sexual Purity</b>  An example of holy and honorable sexuality; puts distance between self and sexual immorality</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Above reproach</li> <li><input type="checkbox"/> Has a good reputation</li> <li><input type="checkbox"/> Avoids compromising situations</li> <li><input type="checkbox"/> Involved in questionable or unwise situations</li> <li><input type="checkbox"/> Not trusted</li> </ul>	
<p><b>Submission to Authority</b>  Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority</li> <li><input type="checkbox"/> Open to guidance and direction; Respectful of and obedient to those in authority</li> <li><input type="checkbox"/> Does what is told to do</li> <li><input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority</li> <li><input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others</li> </ul>	

<p><b>People Skills</b> Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely “gets” people and connects with them</li> <li><input type="checkbox"/> Understands people well</li> <li><input type="checkbox"/> Works hard at understanding people</li> <li><input type="checkbox"/> Occasionally seems unaware of where people are at</li> <li><input type="checkbox"/> Completely unaware of where people are at</li> </ul>	
<p><b>Caring for the People</b> Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly sought after, has a reputation for providing excellent pastoral care</li> <li><input type="checkbox"/> Compassionate; Sets people at ease; Provides effective pastoral care</li> <li><input type="checkbox"/> Compassionate; Has basic skills but limited experience</li> <li><input type="checkbox"/> Appears unapproachable, uncaring, or awkward</li> <li><input type="checkbox"/> Involvement produces more harm than good</li> </ul>	