



## CO5920 Practicum II/CO5930 Practicum III

Spring 2026

Reformed Theological Seminary, Charlotte

### Professor Information

Dr. Keith Evans, Associate Professor of Christian Counseling

[kevans@rts.edu](mailto:kevans@rts.edu)

TA: Olivia Schneider

[oschneider@rts.edu](mailto:oschneider@rts.edu)

### Grader

As a lab course, the instructor serves as the course grader. An assistant supervisor may participate in giving feedback.

### COURSE DESCRIPTION

This course serves to provide students with the opportunity for independent counseling with professor supervision. The student should complete 25 hours (i.e. 25 *sessions* of at least 1 hour each). Students will complete case reports for each session and interact with the instructor or their assigned supervisor for feedback and evaluation.

### COURSE OBJECTIVES

By completing the assigned course requirements, the student will improve their ability to counsel skillfully from the Scriptures. Particular attention will be given to data gathering, managing counseling session time well, building rapport, identifying key issues needing to be addressed, skillful use of the Scriptures, and overall vision for the counseling case.

### COURSE MATERIALS

- RTS Counseling Case Report Form
- Personal Data Inventory Form
- Confidentiality Policy Form
- Couselee Evaluation of Counselor Form
- Supervision Log

\*All course materials will be available on Canvas

## ASSIGNMENTS AND ASSESSMENTS

This course is entirely electronic in its submission of assignments. **Each assignment will be sent by email to their assigned supervisor AND uploaded to Canvas in the appropriate portal.** If you are unfamiliar with this process, make sure to schedule a time in advance with the TA to learn how to utilize Canvas.

1. Counseling Sessions - Students are expected to conduct 25 counseling sessions of at least 1 hour in length over the course of the semester. Students who have not completed the 25 hours in the allotted time may, with the permission of the professor, have an extension to complete their 25 counseling sessions. The length of the extension will not exceed 8 weeks. Students who complete fewer than 25 sessions or don't follow the instructions in the syllabus will receive a reduced grade. **Please see the Case Report Sample form provided on Canvas before filling out your own reports.**
2. PDI and CPs - Students are to email their supervisor AND upload to Canvas the signed Personal Data Inventory (PDI) form and the signed Confidentiality Policy (CP) for each counselee with whom they meet. The PDI and all associated permission sheets must be completed by the counselee before counseling begins. *This is very critical, as you must obtain permission from the counselee to review cases with the professor (and his assistants) as well as make recordings.*
3. Case Reports - An RTS Counseling Case Report Form (available on Canvas) is to be filled out in Microsoft Word format for each counseling session. The Case Report should be **emailed to the supervisor and uploaded to Canvas in the appropriate portal within 48 hours of the counseling session.** This is so that your supervisor may have ample time to give feedback before the next counseling session. Students must obtain permission from the counselee through the signed confidentiality policy to release these reports. An average of two reports per week should be submitted. *Please make sure to review the "Case Report Instructions" and "Case Report Sample" documents before submitting a report.*

Students are asked to include the session number with the current counselee and the overall session number (out of 25) **in the file names** of their reports (i.e. "Kristen J. Session 3 Number 15 of 25").

4. Counseling Audios - Students are to record (with the written permission of the counselee using the audio consent form available on Canvas) audio recordings from 3 sessions with one of your counsees, to be sent to the professor. Ideally the first audio should be from an early session, the second from a session in the middle, and the third from a later session so that progress can be recognized. **Make sure that the microphone is close enough that it clearly records both you and your counselee.** All audio files must be submitted in mp3 format. Audio-recorded files are to be emailed to the professor or submitted via a shared Dropbox or drive folder. Schedule permitting, students may have the professor sit in on their counseling in lieu of recording a session. Audios exceeding one hour in length should either be edited down to one hour or include instructions as to which hour the professor/supervisor should listen.

5. Supervisor Meetings - Each student is to meet with their assigned supervisor 5 times during the semester to review their counseling cases. **Students are expected to take the initiative to schedule these meetings** with the supervisor, which should be held approximately every 2 weeks or every five sessions throughout the term. These meetings can be in person, over the phone, or via Zoom/video and will last approximately 30 minutes each. The student should make a record of each on Canvas. Students who fail to keep meeting appointments with their supervisor may face an academic penalty.
  
6. Supervision Log - Each student should fill out the Supervision Log and submit the log to the professor at the end of the class. For those seeking ACBC certification, this form will come in handy. You do not need to summarize the details of your meeting, only the date and other relevant info listed on the form.
  
7. Counselor Evaluation Form - Each student will ask a minimum of two counsees (ideally those who have been in several sessions) to fill out the Counselor Evaluation Form and email it to [counseling.charlotte@rts.edu](mailto:counseling.charlotte@rts.edu). These will then be passed along to your supervisor for review. Once you have sent the form to your counselee and received confirmation that they completed it, you will submit the “Counselor Evaluation – Student Submission” form on Canvas.
  
8. Reflection Paper - Students are to write a 4–5 page double-spaced paper, indicating what they have learned about themselves and their ability to counsel. Note your strengths and your weaknesses and how you have been challenged to grow as a counselor. Include specific homework assignments that you will apply to yourself to sharpen your skills in counseling. Conclude your paper by noting what has been most helpful in the supervision process and make any suggestions for improving the process of supervision. **Please follow the paper formatting requirements posted on Canvas.**

\*For the sake of the student and the professor, **students should not procrastinate on assignments during the semester.** The professor and supervisors may not be able to grade more than three reports, listen to more than one audio, and/or conduct more than one meeting per week, especially late in the semester. An avalanche of reports and audios late in the semester may result in an academic penalty. **Please refer to the assignment due date schedule on Canvas.**

## COURSE GRADING

As a lab, course grades are ultimately discretionary. The following rubric will be used for determining student grades:

Number of Sessions Completed	Student demonstrates readiness for independent counseling	Student does not demonstrate readiness for independent counseling
25+	A	B
20-24	B	C
15-19	C	D

## NUTS AND BOLTS

### Special Needs

Any student with a disabling condition requiring special accommodations is strongly encouraged to contact the professor at the beginning of the course.

### Disclaimer

During the course of the semester, the professor reserves the right to modify any portion of this syllabus as may appear necessary to the professor because of events and circumstances that occur during the term.

### Late Work

An avalanche of reports and audios late in the semester may result in an academic penalty. **Please refer to the assignment due date schedule on Canvas.**

### Insurance

While biblical counselors are rarely taken to court, we recommend that you purchase liability insurance for your counseling. The cost should be \$40 per year. Insurance can be purchased at <http://www.hpsso.com/selection>.

- Click the orange “Get a Professional Liability Insurance Quote” box.
- Select Individual.
- Select Student.
- Select State of Residence.
- Enter “Pastoral Counselor” for Profession/Area of Study.
- Enter anticipated graduation date.

### Classroom Policies

1. While this class will not meet in person, all relevant classroom policies at RTS Charlotte are expected to be followed.
2. **Reading this document and following its instructions is essential for you to pass this course.** Guidelines for papers submitted in this course can be found as a separate document on Canvas.
3. Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
4. I am committed to giving proper care and oversight to all students regardless of gender. In addition, I want to be careful to maintain propriety in my interactions with women. I am happy to speak briefly with a female student about academic matters in the classroom or in my office with the door open. If a more extended conversation is necessary, counsel is being sought, or the door must be closed for privacy, another mutually agreed upon person will be in the room with us. I have established this policy for the sake of protecting myself and those with whom I meet. I realize that where to draw the line in such situations is a matter of conscience (Romans 14:23), and I do not mean to be critical of those who might draw the line in a different place.

For further explanation please see my article, “The Tenderness Trap” published in the Journal of Biblical Counseling

**Please also adhere to the following RTS internet usage protocol:**

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunities for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes turning cell phones off, refraining from surfing the Internet, playing computer games, or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

**Course Objectives Related to MACC Student Learning Outcomes**

Course: Practicum II and III (CO5920/5930)  
 Professor: Keith Evans  
 Campus: Charlotte  
 Date: Spring 2026

<p><b><u>MACC Student Learning Outcomes</u></b>  <i>In order to measure the success of the MACC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MACC outcomes.</i></p>	<p><b><u>Rubric</u></b>                      ➤ Strong                      ➤ Moderate                      ➤ Minimal                      ➤ None</p>	<p><b><u>Mini-Justification</u></b></p>
<p><b><u>ARTICULATION</u></b>                      Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, cultural/global, and counseling-related information, including details, concepts, and frameworks.</p>	<p>Strong</p>	<p>Through Student experience and feedback from supervisor.</p>
<p><b><u>COUNSELING KNOWLEDGE</u></b>                      Demonstrate knowledge of counseling theories and modern anthropology.</p>	<p>Strong</p>	<p>Through student experience and feedback from supervisor.</p>
<p><b><u>COUNSELING SKILL</u></b>                      Ability to apply biblical truths and common-grace insights in church-based counseling settings.</p>	<p>Strong</p>	<p>Students will put this into practice with live counseling.</p>
<p><b><u>SCRIPTURE</u></b>                      Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.</p>	<p>Strong</p>	<p>Students are required to apply God’s Word to their counselees. Supervisors will ensure that this is done properly.</p>
<p><b><u>REFORMED THEOLOGY</u></b>                      Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.</p>	<p>Moderate</p>	<p>This should undergird students’ counseling.</p>
<p><b><u>SANCTIFICATION</u></b>                      Demonstrates a love for the Triune God that aids the student’s sanctification.</p>	<p>Strong</p>	<p>Few experiences are more sanctifying than getting into the trenches and applying the Word of God to people’s problems – and praying fervently.</p>
<p><b><u>WINSOMELY REFORMED</u></b>                      Embraces a winsomely Reformed ethos.</p>	<p>Strong</p>	<p>Galatians 6:1</p>