**Course Number:** COUN 8920

**Course Title:** CED Internship

**Credit Hours:** 1-9 semester hours *(Students must enroll in 3 semesters of internship to meet program requirements)*

**Prerequisites:** COUN 8910

**Corequisites:** None

**Semester:**  Fall 2017

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

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Phone: (334) 844-2880

Office Hours: By appointment

1. **Texts or Major Resources Recommended:**

Boice, R. (2000). *Advice for new faculty members*. Allyn & Beacon.

Conyne, R. K., & Bemak, F. (2005). Journeys to professional excellence: Lessons from leading counselor educators and practitioners. Alexandria, VA: American Counseling Association.

Hodges, S. & Connelly, A. (2009). *A job search manual for counselors and counselor educators.* Alexandria, VA: American Counseling Association.

Kelsky, K. (2015). *The professor is in. The essential guide to turning your Ph.D. into a job.* New York, NY: Three Rivers

1. **Course Description:**

The internship program is designed to provide the counselor education student with an on-the-job experience performing the duties of a counselor/counselor educator consistent with their career objectives. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica.

Internship is meant to be a culminating experience in a student’s doctoral studies. Students cannot begin internship until they have completed **all but 6 credit hours of coursework**, not including dissertation hours. Students are required to register for internship for **3** semesters.

1. **Course Objectives:**

Students are required to complete professional and practice experiences in a minimum of three of the following areas: Teaching, Counseling, Supervision, Research and Scholarship, Leadership and Advocacy. Students, in consultation with their major professor, will take into consideration the students’ previous experiences and professional goals when they plan their internship activities.

The doctoral internship requires the completion of a total of 600 hours. Students cannot complete more than a 1/3rd of their hours in any one area of emphasis (e.g., no more than 200 hours total in Teaching). Students must meet all required components of their Internship Semester Plan and provide sufficient evidence of completed activities (e.g., teaching materials, presentation proposals, manuscript submission confirmation email). Students must also provide satisfactory supervisor evaluations and a completed activity log, including supervisors’ initials and signatures. A student who does not meet these requirements may be given an IN or U for the course that semester. A student must receive an S in the preceding semester to move onto the next semester of internship.

The goal of internship is to develop and enhance the student’s professional skills and competencies. As such, students along with their major professors will consider including internship activities that take place within students’ existing professional work setting depending on the nature of these activities (i.e., going beyond routine work duties) as well as taking into consideration possible alternative settings and experiences.

**Student Learning Outcomes**

Upon completion of the CED Doctoral Internship course, students will demonstrate professional skills and competencies related to their professional goals and identified experiences (***Internship Semester Plan***) in these areas:

1. Pedagogical practice relevant to counselor education (CACREP 2016 6.B.3.a-i)

2. Supervisory planning and implementation skills (CACREP 2016 6.B.2.a-k)

3. Advanced counseling practice skills (CACREP 2016 6.B.1. a-f)

4. Ability to develop and implement research and scholarship activities (CACREP 2016 6.B.4.a-l)

5. Engagement advocacy and leadership activities (CACREP 2016 6.B.5.a-l)

1. **Course Content and Schedule:**

Per CACREP 2016 standards, group supervision will be provided regularly throughout the semester. The dates and topics for these meetings are provided in the schedule below. Group supervision will take place in person unless otherwise approved by the course instructor. Students must receive an average of one hour per week of individual supervision with a designated supervisor who has a doctorate in counselor education or a graduate degree sufficient experience to advance the student’s knowledge and skills.

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| --- | --- | --- |
| **Date** | **Topics** | **Assignment** |
| 8/23/17 | * Self-care and Work-Life Balance * Balancing multiple roles as counselor educators * Timelines for program requirements and seeking employment | * Start to search for your dream job * Intentional self-care |
| 9/20/17 | * Dissertation process * Scholarly writing * Self-care and Work-Life Balance | * Dissertation timeline * Schedule writing time * Intentional self-care |
| 10/18/17 | * Possible positions for counselor educators * Job searching and applying * Interviewing for faculty positions * Salary negotiations | * Bring CV, cover letter * Intentional self-care |
| 11/8/17 | * Teaching Tips – meeting with first semester CED students * Mentoring discussion | * Tips for first year students * Intentional self-care |
| 12/6/17 | * Reflections and Semester Wrap-up | * Points for discussion to close semester |

1. **Course Requirements/Evaluation:**

Students should submit all completed documentation for CED Doctoral internship to the instructor via Canvas. This includes the following required documentation:

1. Internship semester plan that should be approved by the student’s major professor and signed by the student’s group and primary/individual supervisors. Student will not be permitted to complete internship activities without an approved internship plan. Students are required to submit an approved internship plan for every semester they are enrolled in internship.
2. Documentation of evidence of the activities that students engaged in during the semester.
3. Midterm and final evaluations completed by each supervisor for each of the core areas the student engaged in for the semester.
4. Internship hours log at midterm and final

With consideration to the requirements completed and submitted as listed above, the course instructor/group supervisor for internship issues the final grade for internship for that given semester.

**Rubrics and Grading Scale:**

Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). A grade of Incomplete is only assigned when the objectives or clock hours of the internship are not met through no fault of the student. An expectation for internship is attendance at all group and individual supervisory meetings. This includes being on time for these meetings. Students who are unable to meet this requirement will be unable to get a satisfactory grade in this course.

Please note: If a group session is going to be missed it is up to the student to work with the course instructor to determine how to make up that time.

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in an unsatisfactory grade. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.