# Fall 2018

**Instructor:** Malti Tuttle, PhD, LPC, NCC

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1. **Course Number and Title:** COUN 8920

CED Internship

1. **Credit Hours/Prerequisites:** 1-9 semester hours *(Students must enroll in 3 semesters of internship to meet program requirements)/Prerequisite* COUN 8910
2. **Texts or Major Resources Recommended:**

Kelskey, K. (2015). *The Professor is In*. Three Rivers Press. New York, NY.

West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (2013). *Teaching in counselor education: Engaging students in learning.* Alexandria, VA: American Counseling Association.

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 his or her 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. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 600 hours.

1. **Course Objectives:**

Upon completion of this course, students will demonstrate professional skills and competencies related to their professional goals in these areas:

1. Pedagogy relevant to counselor education;
2. Development and implementation of instruction within a counselor education framework;
3. Evaluation methods and theories for instruction;
4. Supervisory planning and implementation skills;
5. Supervisory evaluation and intervention skills;
6. Advanced counseling practice skills;
7. Ability to develop and implement research activities;
8. Engagement in professional development and leadership.

The internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor educator. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the doctoral internship. Although the student is required to have experiences in each of the five areas listed below, he/she is free to propose the kinds and amounts of experiences in each of the areas. Your advisor approved proposal, should list the type(s) of experience you propose in each of the areas, approximate number of hours for each, and the specific setting for each. The minimum number of total hours in the doctoral internship is 600. Students will be asked to demonstrate experience and competency in these areas:

**Teaching:**  co-teaching, or functioning as an instructor for foundation or specialty courses for master’s level counselors in training.

**Clinical:**  consists of providing direct (individual and group) counseling services

**Supervision:** supervising master's students who are enrolled in a counseling practicum, internship, or clinical courses; supervising counselors-in-training at the workplace who are providing counseling services.

**Research:** writing a manuscript and submitting for publication, developing a grant proposal, conducting student-led research, assisting a faculty member with research. (*dissertation development may occur during the internship but is considered a different requirement and may not be used to satisfy the research component of internship*).

P**rofessional development:** presenting at or attending a professional conference, participating in committee work or leadership role with a professional organization, assisting counselor education faculty with program development.

1. **Course Content and Schedule:**

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| **DATE** | **TOPIC** | **READINGS\* & ASSIGNMENTS** |  |
| **27-Aug** | **Introduction to Class** | **Internship Placement & Plans** |  |
| **20-Sep** | **Job Search and Dissertation Topics** | **Dissertation Outline & CED Vita Review Due** |  |
| **25-Oct** | **Job Interviewing, SACES Conference** | **Student Vitas and Cover Letters Due** |  |
| **7-Nov** | **Mentorship** | **Mentorship in Counselor Education** |  |
| **29-Nov** | **Internship Experience Reflection and Next Steps** | **Job Talk Presentations-Research Agenda, Timeline for Next Semester, Submit Internship Materials,**  **Internship Reflection Due** |  |

\*Reading assignments will be provided prior to class sessions.

Per CACREP 2016 standards, group supervision will be provided regularly throughout the semester. 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.

1. **Course Requirements/Evaluation:**

All documentation for the internship is completed and submitted to the instructor. Students need to be aware that this includes an internship plan approved by the student’s advisor and signed by all supervisors. This plan, and any changes or addendums must be included in the internship portfolio. No student can be enrolled in internship without the approved plan. Students are required to submit an approved internship plan for every semester they are enrolled in internship.

The CED Internship portfolio includes documentation and evidence of the activities that students engaged in during the semester. Students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Students must keep an internship log and upload a completed log including supervisors’ signatures by the final day of class.

The CED Internship portfolio also includes required midterm and final evaluations completed by each supervisor for each of the core areas the student engaged in for the semester. The course instructor for internship makes the final overall evaluation of the internship experience for that given semester.

**Assignments to Generate Class Discussion:**

1. **Counselor Education Vita Review** – Please download/print from the Internet the vita for a prominent counselor educator. Bring the vita to class to discuss with the class.
2. **Student Vita –** Please bring a copy of your vita to class and be prepared to share it with your peers.
3. **Sample Cover Letter –** Please identify a job posting for a PhD level position that is of interest to you. Prepare a cover letter for this job posting and submit to the instructor of record for review.
4. **Job Talk and Research Agenda Presentation-** Please prepare a presentation to highlight your current research agenda and professional attributes. This will be a ten minute presentation.
5. **Internship Reflection –** Please prepare a 3 to 5 page reflection of your Fall 2018 Internship experience. This document should be double-spaced, in Times New Roman font. This paper should be a personal reflection of your experience and plans for next 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.