**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8920

**Course Title:** Counselor Education Internship

**Credit Hours:** Variable Credit (total of 9 credit hours over 3 semesters)

**Prerequisites:** All required COUN courses

**Course Instructor:**  Jamie Carney

**Semester/Year:** Fall 2020

**2. Date Syllabus Prepared: August 2018; August 2019; July 2020**

**3. Recommended Text**(s):

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

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.

**4. Course Description:**  The internship course is designed to provide the counselor education student with an on-the-job experience performing the duties of a counselor/counselor educator.

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, supervision, and teaching practica. Students will work in an approved internship site(s) under the supervision of an appropriately credentialed supervisor ***for a minimum of 600 hours accumulated*** *over three semesters.*

**5.** **Course Objectives: Upon completion of this course, students will demonstrate the following.**

This course is focused on students’ development of advanced individual and group counseling skills. This course meets CACREP 2016 specifications for Counselor Education and Supervision Doctoral Programs under Doctoral Level Internship (6.C.7-9) and includes the following accreditation standards under Doctoral Professional Identity. Students will be able to demonstrate knowledge and skills related in at least 3 of these 5 areas:

* 1. Teaching practices relevant to counselor education (CACREP 2016 6.B.3.a-i)
  2. Supervision planning and implementation (CACREP 2016 6.B.2.a-k)
  3. Advanced counseling practice (CACREP 2016 6.B.1. a-f)
  4. Developing and implementing research and scholarship activities (CACREP 2016 6.B.4.a-l)
  5. Engaging in advocacy and leadership activities (CACREP 2016 6.B.5.a-l)

**6. Course Content Outline**

**Internship Description:**

Information and materials corresponding to the CED Doctoral Internship are provided in the ***CED Doctoral Professional Experiences Handbook*** (on the program page website and provided in the course). The internship is an organized, developmental, 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.

**Requirements**

1. **Liability Insurance**

1a. Students in Internship are required to have Individual Professional Liability Insurance as well as the liability insurance provided by the College of Education. Specifically: All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the Department of Risk Management and Safety, 334-844-4870.

## 1b. As specified by CACREP (2016) - **Students are also required to purchase their own individual professional liability insurance**. Students can purchase this insurance through organizations such as ACA (http://www.counseling.org) HPSO (<http://www.hpso.com)> or the National Board for Certified Counselors (NBCC) (<http://nbcc.org)>.

1c. **Students must provide verification of personal liability insurance coverage on the first session of the internship course.**

1. **Internship Practice Areas:**

Students are **required to have experiences in at least 3 of the five areas listed below**. These experiences require you to develop an **Internship Plan** that is approved by your Academic Advisor. The plan requires that you list the type(s) of experience you propose in each of the areas, approximate number of hours for each, goals, and the specific setting for each. In addition, the proposal must include the name and qualifications of the supervisor who will be providing your weekly supervision in the areas identified on your plan (e.g., Teaching). The ***minimum*** number of total hours in the doctoral internship is 600, and students cannot exceed more than 200 hours in any one area.

**Teaching:** Students can engage in teaching at Auburn University or other institutions with approval. These activities can include online and distance education courses. In addition to direct instruction, teaching experiences should include course and lecture development, evaluation in teaching, and development of teaching skills.

**Counseling:** Counseling activities can include group and individual counseling. This should include skills related to initiation of the counseling process, application of counseling practice skills and theory, counseling evaluation and counseling planning.

**Supervision:** Students provide individual and group supervision, such as group supervision of counselors-in-training who are enrolled in practicum and internship. This will include application of supervision skills and theory/models, evaluation in supervision, and supervision planning.

**Research:** Research and scholarship activities may include participation in research projects, grant work, presenting at professional conferences, and preparing and submitting scholarly manuscript(s). ***Students cannot count their time engaged in dissertation activities toward internship hours.***

**Leadership and Advocacy:** Leadership and advocacy activities focus on the development of professional leadership and advocacy within the counseling profession. This can include serving in a leadership role within a counseling organization or professional agency related to counseling, engagement in advocacy activities on behalf of clients or the counseling profession, and involvement in professional development activities that promote the intern’s development as a leader.

1. **Internship Plan**

Students are required to provide the Internship Instructor a copy of their approved and signed **Internship Plan on the first class session of Internship**. As outlined in the plan (provided in the Professional Experiences Handbook) your plan will have to specify supervisor, hrs, activities, and outcomes for any Internship Area that you are including in your plan for the semester. Your plan will have to have the approval of all professionals engaged in your supervision (all supervisors must meet program and CACREP requirements to serve in this capacity). **This plan is also to be reviewed and approved by your supervisor prior to the semester.**

1. **Supervision**

4a. **Individual Supervision:** All students are required to have a minimum of 1 hr. of direct individual supervision during Internship (triadic or individual). If a student is engaged in Counseling and/or Supervision it is also required that **both** of these experiences have a minimum of 1 hr. of individual supervision.

# Individual Supervisors are to bedesignated university approved supervisor who has a doctorate in counselor education or a counseling related profession and sufficient experience to advance the student’s knowledge and skills in the specific internship area. These assignments are to be approved by the students Chair.

Students will also need to make sure that they meet the supervision requirements of any supervisor assigned to a specific internship area. This includes providing all required documentation, times for observation or other information that the supervisor needs to assess meeting the internship plan requirements and evaluating the student’s progress in internship.

4b. **Group Supervision:** All students are required to engage in the Group Supervision component of Internship. Group Supervision will be provided on a regular basis during internship, on a schedule established by the Group Supervisor (COUN 8920 Instructor).

**7. Course Outline:**

Internship is a developmental course that builds on the competency areas of Teaching, Clinical Counseling, Clinical Supervision, Research and Scholarship, and Leadership and Advocacy. To meet these goals the Internship course includes developmental components across semesters. These topics and readings support the activities involved in Group Supervision.

**Semester I**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Readings or Activities** | **2016 CACREP Standards** |
| **Understanding the Portfolio Process: Identifying Professional Goals** | CED Doctoral Program Handbook |  |
| **Dissertation Planning and Professional Scholarship** | Lambie, G.W. et al  (2008); Foster, R.L. (2009); Assigned readings | 6.B.4.a-l |
| **Professional Development and Planning** | Kelsky - Chpt 1; Assigned Readings | 6.B.5.a-l |
| **Engaging in Advocacy and Leadership** | Assigned Readings | 6.B.5.a-l |

**Semester II**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Readings or Activities** | **2016 CACREP Standards** |
| **Professional and Research Presentations: Including Dissertations and Portfolio** | CED Doctoral Program Handbook  Lambie, G.W. et al  (2008); Foster, R.L. (2009); assigned readings |  |
| **Academic Environments & Professional Job Searching** | Kelsky – Chapt 2-4, Chpt 10 | 6.B.3.a-i |
| **Professional Mentoring and Engagement** | Assigned Readings | 6.B.5.a-l |
| **Advanced Counseling and Supervision Practice** |  | 6.B.1. a-f; 6.B.2.a-k |

**Semester III**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Readings or Activities** | **2016 CACREP Standards** |
| **Academic Environments: Preparing for Interviews & Negotiations (2 Sessions)** | Kelsky – 5 -7 | 6.B.5.a-l |
| **Publishing and Grant Writing** | Kelsky 8 | 6.B.4.a-l |
| **Building your Research Program & Professional Engagement for Counselors** |  | 6.B.1. a-f; 6.B.2.a-k; 6.B.4.a-l |

## **8.   Course Requirements/Evaluation:**

# Group and Individual Supervision

# **Group Supervision:**

# Per CACREP 2016 standards, group supervision will be provided regularly throughout the semester. Group supervision is led by a core faculty member of the counselor education program. Group supervisors must hold a doctorate in counselor education, training in supervision, and at least two years of clinical experience.

# During the Fall of 2020 Group Supervision will be provided in an online format

# **Individual Supervision:**

# Following the provided guidelines students are required to meet the outlined [Individual Supervision](#_Individual_Supervisors_are) requirements as outlined in this syllabus.

1. **Internship Reflections and Readings will be assigned each semester to apply, process and discuss content specific to these areas**
2. **Internship Plan**
3. **Internship Logs:** Students are required to maintain an internship log identifying the completion of internship activities and hours. The logs are to be signed by the appropriate Individual Supervisor. While the logs are to be turned in at mid-term and final evaluations times it may be reviewed by the Group Supervisor at any point in the Internship experience.
4. **Individual Supervisor Evaluations:** Students will be required to be evaluated by their Individual Supervisors, these mid-term and final evaluations are to be provided to the Group Supervisor.

## **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.

1. **Class Policy Statements:**
   1. Attendance: As this class is tied to Practicum 7910 attendance is required. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises. As this class represents your clinical practice, missing more than one class can lead to an “In Progress” on your academic transcript. During the Fall of 2020 these sessions will be conducted via online methods please also refer to the COVID 19 policies in this syllabus.
   2. Excused Absences: Please be aware that there are required hours of supervision assigned to this class. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited 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: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
   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, and 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **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, 2016). 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.

1. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**5.** **Course Objectives: Upon completion of this course, students will demonstrate the following.**

This course is focused on students’ development of advanced individual and group counseling skills. This course meets CACREP 2016 specifications for Counselor Education and Supervision Doctoral Programs under Doctoral Level Internship (6.C.7-9) and includes the following accreditation standards under Doctoral Professional Identity. Students will be able to demonstrate knowledge and skills related in at least 3 of these 5 areas:

* 1. Teaching practices relevant to counselor education (CACREP 2016 6.B.3.a-i)
  2. Supervision planning and implementation (CACREP 2016 6.B.2.a-k)
  3. Advanced counseling practice (CACREP 2016 6.B.1. a-f)
  4. Developing and implementing research and scholarship activities (CACREP 2016 6.B.4.a-l)
  5. Engaging in advocacy and leadership activities (CACREP 2016 6.B.5.a-l)

**6. Course Content Outline**

**Internship Description:**

Information and materials corresponding to the CED Doctoral Internship are provided in the ***CED Doctoral Professional Experiences Handbook*** (on the program page website and provided in the course). The internship is an organized, developmental, 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.

Students in Internship are required to have Individual Professional Liability Insurance as well as the liability insurance provided by the College of Education. **Specifically:** **All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the Department of Risk Management and Safety, 334-844-4870.**

## **Students are also required to purchase their own individual professional liability insurance through organizations such as ACA (http://www.counseling.org) HPSO (**[**http://www.hpso.com)**](http://www.hpso.com)) **or the National Board for Certified Counselors (NBCC) (**[**http://nbcc.org)**](http://nbcc.org)) **and provide proof of coverage for student files in the department.**

Students are **required to have experiences in at least 3 of the five areas listed below**. These experiences require you to develop an **Internship Plan** that is approved by your Academic Advisor. The plan requires that you list the type(s) of experience you propose in each of the areas, approximate number of hours for each, goals, and the specific setting for each. In addition, the proposal must include the name and qualifications of the supervisor who will be providing your weekly supervision in the areas identified on your plan (e.g., Teaching). The ***minimum*** number of total hours in the doctoral internship is 600, and students cannot exceed more than 200 hours in any one area.

**As noted above, an essential element of the Internship Plan is supervision. Students will be engaged in Group Supervision on a regular basis during their internship, In addition, students will be required to receive individual/triadic supervision from a qualified supervisor for each area of internship included in their plan.** Specifics about the qualifications of supervisors is provided in the evaluation section of this syllabus.

## *6.   Course Content and Schedule:*

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| --- | --- | --- | --- |
| **DATE** | **TOPIC** | **READINGS\* & ASSIGNMENTS** | **2016 CACREP**  **Standards** |
| **23-Jan** | **Introduction to Class & Self-Care** | **Internship Placement & Plans** |  |
| **13-Feb** | **The Dissertation Experience from concept to publication** | **Dissertation Timeline Due & Research goals and statement Due Readings: Lambie, G.W. et al**  **(2008);Foster, R.L. (2009)** | 6.B.4.a-l |
| **27-Feb** | **The Interview Process & Beyond “The Experiences of a new faculty member”** | **Midterm Evaluation Due Teaching Philosophy & Expectations Due**  **Interview Questions Due (in class)**  **Readings: Mabrouk, P.A. (2006).** | 6.B.3.a-i |
| **27-**  **Mar** | **Preparation for Job Interviews** | **Mock Interview Day** |  |
| **24-Apr** | **Internship Experience Reflection and Next Steps** | **Submit Internship Materials Internship Reflection Due**  **Final Evaluations Due** | 6.B.3.a-i;  6.B.2.a-k; 6.B.1.  a-f; 6.B.4.a-l; 6.B.5.a-l |

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

**Assignments to Generate Class Discussion:**

## 1.   Dissertation Timeline (Due February 13th)

Students will develop and turn in a dissertation timeline. The timeline should include dates for writing each chapter through proposal and defense. Timelines will be shared in class as well as what you will do to achieve the outlined goals and any possible barriers to achieving goals set.

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**2.   Research Goals and Statement (Due February 13th)**

Students will develop a written personal research goals and statement that will address current and future research goals including collaborations. The statement should be reflective of what you hope to accomplish as a faculty member conducting research. This should be written as if you are submitting it as part of the interview process for a faculty position.

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**3.   Teaching Philosophy & Expectations (Due February 27th)**

Often you will be asked to submit and state your teaching philosophy as part of your application for a faculty position. You will write your teaching philosophy and present it in class on February 27th along with your expectations of a faculty position in higher education (specifically the type of faculty position for which you will be applying).

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**4.   Interview Questions (Due February 27th)**

This assignment will be created in class in a group. Groups will be selected on the first night of class. Each group will be responsible for creating 6 – 10 questions that might be asked of you during your initial interview for a faculty position.

## 5.   Mock Interview (Week of March 27th)

Students will participate in a Mock interview on ZOOM with instructor. This interview can be scheduled individually with instructor and can take place during the week of March 27th – 31st. This mock interview will be reflective of the initial interview which is often conducted via phone or ZOOM. More will be discussed in class.

## 6.   Internship Reflections (Due April 24th)

Students will write a 2 page paper reflecting on your experiences throughout the internship process. The paper must cover each of the internship foundation areas and your experiences in each area. Please include lessons learned and how you have grown through this process.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Standards** |
| Dissertation Timeline | 2/13/17 | 6.B.4.a-l |
| Research Goals and Statement | 2/13/17 | 6.B.4.a-l |
| Teaching Philosophy & Expectations | 2/27/17 | 6.B.3.a-i |
| Interview Questions | 2/27/17 |  |
| Midterm Evaluations | 2/27/17 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1.  a-f; 6.B.4.a-l; 6.B.5.a-l |
| Mock Interview | Week of 3/27/17 |  |
| Internship Reflections | 4/24/17 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1.  a-f; 6.B.4.a-l; 6.B.5.a-l |
| Final Evaluations | 2/24/17 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1. |

a-f; 6.B.4.a-l;6.B.5.a-l

## *7.   Course Requirements/Evaluation:*

# Group and Individual Supervision

# Group Supervision:

# Per CACREP 2016 standards, **group supervision will be provided regularly throughout the semester for a minimum of 15 hours.** Group supervision is led by a core faculty member of the counselor education program. **Group supervisors must hold a doctorate in counselor education, training in supervision, and at least two years of clinical experience.**

# **Group supervision will take place in person unless otherwise approved by the course instructor (in those instances approved distance education methods will be used).**

# Individual Supervision:

# **In addition to group supervision,** students must receive an average of one hour per week of individual/triadic supervision during the internships in ALL areas designated that semester in their Internship Plan**: teaching, supervision, research and scholarship, leadership and advocacy, counseling, and supervision . The Internship Plan requires that the Individual Supervision sign off on the plan as well as provide mid-term and final evaluations in the area(s) being supervised.**

# **All Individual Supervision must be with** a designated university approved supervisor who has a doctorate in counselor education or related profession and sufficient experience to advance the student’s knowledge and skills in the specific internship area**.**

**Internship Documentation**

**Internship Plan:** All documentation for the internship is completed and submitted to the instructor. Students need to be aware that this includes the **Internship Plan**. Students are to submit their approved plans to the Group Supervisor by the first day of class. Students are required to submit an approved internship plan for every semester they are enrolled in internship.

The Plan must be approved by the student’s **Academic Advisor** and signed by all **Individual Supervisors** (in the area that they are providing supervision). If the plan is modified or amended in the semester the Group Supervisor, Advisor and Individual Supervisor have to approve changes. No student can be enrolled in internship without an approved plan.

**CED Internship Portfolio:** As noted previously, Internship is a developmental process with students completing internship over 3 semesters. The **CED Internship Portfolio** includes all documentation and evidence of the activities that students are engaged in during the semester, and across all semesters of the internship experience. This includes **Supervisor Evaluations** and **Internship Logs**. The portfolio provides documentation of this experience over time and is provided to the Group Supervisor at the start of the semester (except the first semester) to provide the Supervisor with an understanding of the student’s progress.

**Internship Logs:** Students are required to maintain an internship log identifying the completion of internship activities and hours. The logs are to be signed by the appropriate Individual Supervisor and may be reviewed by the Group Supervisor at any point in the Internship experiences.

**Individual Supervisor Evaluations:** Students will be required to be evaluated by their Individual Supervisors, these mid-term and final evaluations are included in the CED Internship Portfolio and provided to the Group Supervisor.

## 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.

1. **Class Policy Statements:**
   1. Attendance: As this class is tied to Practicum 7910 attendance is required. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises. As this class represents your clinical practice, missing more than one class can lead to an “In Progress” on your academic transcript. Students who receive an “IP” on their transcript can be required to retake the Supervision Class.
   2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or 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 or 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited 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: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
   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, and 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **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, 2016). 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.

1. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.