**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:** Summer 2021

**2. Date Syllabus Prepared: August 2018; August 2019; July 2020, 2021, 2022**

**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.

**Additional research** and professional development materials are provided in the CANVAS resource page. This includes materials related to professional development, dissertation/research process, professional job skills/competencies, and supporting materials for teaching, research, counseling, supervision, and leadership/advocacy.

**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.

**Internship Application and Plan:**

Students will be provided a link to the Qualtrics **Internship Plan** (every semester) to be completed and approved by their Chair. Plans are to be completed prior to the start of the semester. These plans must include the required documentation required for Supervisor Approval (Counseling, Supervision), Memos of Agreements and site contact for non-AU sites. Please refer to the CED Professional Experiences Handbook for specifics.

**CED Internship:**

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.*

**Course Formats:** This course is designated as a digital delivery course that is provided in synchronous online formats and in-person formats (Canvas and Zoom). Specifics about formats are provided in the CED Professional Experiences Handbook.

**Group Supervision:** Students are provided Group Supervision on a regular basis throughout the semester. This is conducted by the course instructor. This supervision may be provided in synchronous online formats and/or in-person formats.

**Individual Supervision:** Students engaged in Leadership/Advocacy, Teaching, and Research activities will be provided triadic supervision on regular basis throughout the semester.This supervision is provided in a synchronous online format.

**Counseling – Individual Supervision**: Students engaged in counseling practice will be **required to have a minimum of 1 hr. of individual supervision per week** by an approved Supervisor.

**Supervision – Individual Supervision**: Students engaged in supervision practice will be **required to have a minimum of 1 hr. of individual supervision per week** by an approved Supervisor.

**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)

**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.

**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. **Ethical and Legal Practices:** All students engaged in Internship activities must follow ACA Ethical and Legal standards and related HIPAA and FERPA policies. Please refer to the CED Professional Experiences Handbook.
2. **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.**

**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/Documentation:**

Students will have assignments and professional reflections corresponding to course topics. These are evaluated and graded in CANVAS.

**Internship Documentation**

|  |  |  |
| --- | --- | --- |
| **All Internship Components – First Week of the Semester** | | |
| **Document** | **Box** | **Tevera** |
| Memo of Agreement (signed) – Counseling | Yes | Yes |
| Memo of Agreement (signed) - Supervision | Yes | Yes |
| Memo of Agreement (signed) – Teaching (teaching not completed at AU) | Yes | Yes |
| \*Internship Plan | Yes | Yes |

|  |  |  |
| --- | --- | --- |
| **Counseling** | | |
| **Document** | **Box** | **Tevera** |
| Supervisor Evaluation | Midterm/Final - signed by Site Supervisor | Final - signed by Site Supervisor |
| Counseling Log | Midterm/Final - signed by Site Supervisor | Final - signed by Site Supervisor (upload) |

|  |  |  |
| --- | --- | --- |
| **Supervision** | | |
| **Document** | **Box** | **Tevera** |
| Supervisor Evaluation | Midterm/Final - signed by Site Supervisor | Final - signed by Site Supervisor |
| Supervision Log | Midterm/Final - signed by Site Supervisor | Final - signed by Site Supervisor (upload) |

|  |  |  |
| --- | --- | --- |
| **Leadership & Advocacy/Teaching/Research** | | |
| **Document** | **Box** | **Tevera** |
| Documentation | Uploaded throughout the semester to correspond to log |  |
| Group Supervisor Evaluation | Midterm/Final - signed by Group Supervisor | Completed in Tevera by Group Instructor |
| Leadership & Advocacy/Teaching/Research Log | Midterm/Final - signed by Group Supervisor | Final - signed by Group Supervisor (upload) |

## **\*Note:** The Internship Plan is submitted in Qualtrics the semester prior to starting Internship. Students can download a copy or outline the components for submission 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.