## **AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**Course Number: COUN 8920   
Course Title: Counselor Education Internship   
Credit Hours:** 3 Semester hours  
**Prerequisites:** Doctoral standing in Counselor Education **Corequisites:** None

**Date Syllabus Revised:** Augusst 2024

**Instructor:** Jill Meyer, Ph.D, LCPC, CRC

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Office: Haley Center 2004

Office Hours: Scheduled in person or by zoom

## **Texts Required:** None, see assigned readings

## **Recommended Materials:**

CACREP Standards (2024) <https://www.cacrep.org/for-programs/2024-cacrep-standards/>   
  
ACA Code of Ethics <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1>

## **Course Description:**

The doctoral internship in counselor education and supervision provides a supervised experience in the areas of Counseling, Teaching, and Supervision as well as cognate areas of Leadership/Advocacy and Research. The internship provides an opportunity for students to apply the knowledge/skill base required through didactic coursework with oversight and mentoring from a faculty supervisor. Students in this course will record and maintain hours in order to accrue a total of 600 hours of Counselor Education Clinical Experiences. Group and Individual Supervision are provided.

**Class Format:**This course is designated as a digital delivery course that is provided synchrounously in an in-person format. The course also utilizes digitally delivered content and evaluation formats (Tevera, Canvas and Zoom).

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes:

### Prior to the internship, the counselor education program assesses doctoral students’ counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.(CACREP 6.C.1.)

### Doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy). (CACREP 6.C.2.)

### Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program. (CACREP 6.C.3.)

### Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship. (CACREP 6.C.4.)

### Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors. (CACREP 6.C.5.)

### Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy experiences have

### (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student’s knowledge and skills and

### (b) knowledge of the program’s expectations, requirements, and evaluation procedures for students. (CACREP 6.C.6.)

### During internships, the student receives an average of one hour per week of individual and/or triadic supervision. (CACREP 6.C.7.)

### Doctoral internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a qualified core or affiliate counselor education program faculty member (CACREP 6.C.8.)

### Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. (CACREP 6.D.1.)

### Written supervision agreements:

### a) define the roles and responsibilities of the faculty supervisor, fieldwork site supervisor, and student during the doctoral counseling internship;

### b) include emergency procedures; and

### c) detail the format and frequency of consultation between the program and the fieldwork site to monitor student learning. (CACREP 6.D.2.)

### Counselor education program faculty members serving as individual/triadic or group supervisors for doctoral counseling internships have:

### a) relevant certifications and/or licenses,

### b) relevant training for in-person and/or distance counseling supervision, and

### c) relevant training in the technology utilized for supervision.(CACREP 6.D.3.)

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Diversity Statement**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

### CED Doctoral Internship

### The internship process integrates accreditation and program priorities while also incorporating the student’s professional goals. Students are required to complete a minimum of 600 hours in Internship. Specific information about hours, requirements and areas of internship practice are included in the *CED Professional Experiences Handbook*.

### Please note internship has required areas and minimum hour requirements in these areas: Counseling, Teaching and Supervision

### Students will be able to complete additional hours in any of these areas and/or in one or both Cognate areas: Leadership/Advocacy, Research.

### During Internship - Students will be provided Group Supervision on a regular basis from a qualified program faculty member.

### Required Areas:

### Counseling: Students will be required to complete a minimum of 200 hours in Counseling during their Internship.

### This can be completed during any semester of internship.

### Students will be required to identify their sites and identify a Site Supervisor who meets the requirements for Individual Supervision (minimum of 1 hr. per week).

### Students will work with the CED Doctoral Coordinator and/or CED Doctoral Clinical Coordinator to approve and identify sites and supervisors.

### Students will have to submit the required approval materials (e.g., memo of agreement for counseling, site supervisor vita/resume) as part of their Internship plan.

### Teaching: Students will be required to complete a minimum of 150 hours in Teaching in masters-level counseling courses during their Internship.

### Students will be required to complete their initial hours during the Summer semester of Internship. This first experience will be completed at Auburn University (AU).

### These experiences will be supervised by an approved qualified University Supervisor (core or affiliate faculty) who is also the assigned instructor for the master’s level course.

### Students will work with the CED Doctoral Coordinator and/or CED Doctoral Clinical Coordinator to identify and coordinate placements.

### If needed students can complete additional hours in the Fall and/or Spring semesters.

### Additional hours may be completed at approved Universities, this will require that students have an approved Supervisor at this site (refer to *CED* *Professional Experiences Handbook*). Students will have to submit the required approval materials (e.g., memo of agreement for teaching, site supervisor vita/resume) as part of their Internship plan.

### Supervision: Students will be required to complete a minimum of 150 hours in Supervision during their Internship. This will include group and individual supervision hours.

### Students will be required to engage in supervision at AU during the Fall and Spring semesters of Internship.

### Students will be required to be engaged in both group and individual supervision of master’s level supervisees.

### Supervision of these experiences will be conducted at Auburn University by the following qualified Supervisors:

### Fall: University assigned Individual Supervisor

### Spring: University Instructor of the master’s Internship section to which the student is assigned.

### Additional hours can be completed at approved Universities. This will require that students have an approved Supervisor at this site. Students will have to submit the required approval materials (e.g., memo of agreement for supervision, site supervisor vita/resume) as part of their Internship plan.

### Cognate Areas: Students can complete up to a total of 100 hours across any of the following areas. These areas will be supervised by the Group Supervisor and can be conducted in any semester of Internship.

### Research: Research engagement during Internship will require the identification of a specific research project(s) and related activities as identified in the Internship Plan.

### Leadership and Advocacy: Leadership and Advocacy engagement during Internship will require the identification of a specific project(s), leadership role(s), professional service and leadership involvement in the Internship Plan.