

# **COUN 8920 (section CED) CED Doctoral Internship**

*Spring 2012*

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**Department of Special Education,  
Rehabilitation, and Counseling**

**College of Education**

**INSTRUCTOR INFORMATION:**

**Chippewa M. Thomas, Ph.D.  
Associate Professor  
2056 Haley Center  
Thoma07@auburn.edu  
334-844-2895**

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**OFFICE HOURS:**

**By appointment**

**COLLEGE OF EDUCATION**



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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SYLLABUS**

1.   **Course Number:**    COUN 8920-CED  
     **Course Title:**     Internship in Counselor Education  
     **Credit Hours:**    9 semester hours (*Interns must enroll for each semester in which the internship hours are accrued*)  
     **Prerequisites:**    COUN 8910 (10 and 40); COI  
     **Corequisites:**     None

**Instructor:** Chippewa M. Thomas, Ph. D., LPC, NCC  
Associate Professor  
2056 Haley Center  
844-2895  
[thoma07@auburn.edu](mailto:thoma07@auburn.edu)

2.   **Date Syllabus Prepared:** Reviewed and updated: December 2011
3.   **Texts or Major Resources Recommended:**

Conyne, R. K. & Bemak, F. (2005). *Journeys to Professional Excellence: Lessons from Leading Counselor Educators and Practitioners*.

**Suggested:**

Boice, R. (2000). *Advice for New Faculty Members*.

Hodges, S. & Connelly, A. (2009). *A Job Search Manual for Counselors and Counselor Educators*.

Gray T. (2005). *Publish and Flourish*.

4.   **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.

5.   **Course Objectives:**

The intern will develop an internship plan on the appended form. As a guiding principle, it should be understood that 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. In your proposal, please 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. The intern should complete artifacts, reflections and reproductions that can be used to meet competences in the doctoral portfolio.

- **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, or teaching clinically oriented courses.
- **Supervision:** supervising master's students in a counseling practicum, internship, or paraprofessionals in an agency in the provision of counseling-related services.
- **Research:** - writing an article, developing a grant proposal, conducting a pilot study, conducting independent research, assisting a faculty member in research, etc. *(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).*
- **Professional development:** presenting at a professional meeting, participating in the committee work of a professional organization, assisting the Director of Counselor Education or one of the individual program chairs (school, community agency, college student development) in administrative tasks, etc.

The plan will be developed in conjunction with the intern's major professor, and will be consistent with the student's career objectives and plan of study. The plan will be submitted to the counselor education faculty for review and approval according to the following schedule:

Beginning date: Summer or Fall, 2012  
Beginning date: Spring, 2012

Due date: Mid-term, Spring, 2012  
Due date: Mid-term, Fall, 2011

## 6. Course Content and Schedule:

This course will meet for a minimum of 25 hours per term for group supervision. Group supervision, depending upon the placement of students, may be in person or occur via distance methods, or some combination methods. Individual supervision of the internship is dependent upon the types of experiences approved for each student. Content will include topics relative to doctoral student development in the core areas of the internship, preparation for completing a doctoral program of study in counselor education, and transition issues associated with the role of new faculty status in counselor education and supervision.

Date:	Class Topic:	Assignment or Self Study Due:
1/10	Report to internship sites Meet with supervisors	None

1/18	<b>Course Overview &amp; Orientation Canvas Tutorial</b>	<b>Internship Placements and Plan</b>
1/25	Internship Activity Supervision	Update internship log
2/01	Internship Activity Supervision	Update internship log Supervision
2/08	<b>Doctoral Student Development and Transition to New Professional</b>	<b>Discussion Question Response Internship Presentation</b>
2/15	Internship Activity Supervision	Update internship log
2/22	<b>Doctoral Student Development and Transition to New Professional</b>	<b>Discussion Question Response Internship Presentation</b>
2/29	Internship Activity Supervision	Update internship log
3/07	Internship Activity Supervision	Update internship log
3/14	SPRING BREAK	
3/21	<b>Doctoral Student Development and Transition to New Professional</b>	<b>Discussion Question Response Internship Presentation</b>
3/28	Internship Activity Supervision	Update internship log
4/04	<b>Doctoral Student Development and Transition to New Professional</b>	<b>Discussion Question Response Internship Presentation</b>
4/11	Internship Activity Supervision	Update internship log
4/18	<b>Doctoral Student Development and Transition to New Professional</b>	<b>Discussion Question Response Internship Presentation</b>
4/25	Internship Activity Supervision <i>Final Class Evaluation Due</i>	Update internship log
5/2	Last day to submit internship documentation	Internship documentation due

## 7. Course Requirements/Evaluation:

A copy of the approved plan will be placed in the internship binder in the departmental office, and one will be provided by the student to the internship instructor on the first day of class for each term of enrollment. Any addendums or changes in the plan must be approved by the advisory committee and routed through the major professor to the counselor education faculty for endorsement. Any addendum to the plan must be presented to the instructor of the internship course and placed in the internship binder. **Students who do not bring a CED faculty approved plan to the first internship class will not be allowed to remain.**

- At the end of the semester, the on-site supervisor(s) will complete an evaluation form indicating the intern's overall performance with regard to the objectives/experiences and submit it to the university supervisor (see attached).
- The University supervisor works with on-site supervisors and interns throughout the internship period to (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; (d) assign grades for interns.
- The activity log will be compared with the initial (and if relevant, amended) objectives at the end of the internship period. This review, along with the onsite supervisor's evaluation, all observations made during the internship, will constitute the basis for the final grade.
- Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). A grade of Incomplete is assigned when the objectives or clock hours of the internship are not met through no fault of the intern.

## 8. **Class Policy Statements:**

Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Attendance is required at each class meeting. If an assignment is missed, a make-up will be granted only for University-approved excuses as outlined in the Tiger Cub.

Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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

## **9. Justification for Graduate Credit (for Graduate Credit Only)**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21, 1997 apply:

Factors to consider in evaluating a course for graduate credit include but are not limited to the following:

- use of specific requisites;
- content of sufficient depth to justify graduate credit (materials beyond the introductory level);
- content should develop the critical and analytical skills of students including their application of the relevant literature;
- rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards);
- course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.

## Appendix A

### Internship Plan Form COUN 8920 CED

Meet with your advisor to discuss a plan for your internship experience.  
Complete the plan form, review with your advisor, and make any adjustments necessary.  
Meet with the doctoral program coordinator to discuss options for placement to meet the objectives of your plan. Secure the placement and ask for a letter of agreement from the site supervisor (s) to attach to the plan.

Submit the plan, along with approval for placement, to the chair of the CED faculty for review.  
Present the internship class instructor with an approved plan, including the supervisor agreements, on the first day of class during each term in which you are enrolled in internship.

	Teaching	Clinical	Supervision	Research	Professional/career Development
Objectives					
Performance Indicators					
Experience to Meet Objective					
Location of Experience					
Site Supervisor					
Dates of Experience					

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Intern

Date

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Advisor

Date

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Chair of CED Faculty

Date of Approval

## Appendix B

### Evaluation Rubric for CED 8920 Auburn University

Objectives: (list each objective from the approved plan in the sections below)	Performance Indicators (evidence that the objectives have been achieved)	Unsatisfactory	Marginal	Competent	Exemplary	Supervisor Initial
Teaching:						
Clinical:						
Supervision:						
Research:						
Professional Development:						

Additional Comments including particular strengths noted and areas for professional development:

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_