

COUN 8920 (section CED) CED Doctoral Internship

Spring 2014

- - - - -

**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**

- - - - -

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



AUBURN UNIVERSITY 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

2. **Date Syllabus Prepared:** Reviewed and updated: December 2013

3. **Texts or Major Resources Recommended:**

Boice, R. (2000). *Advice for new faculty members*. Allyn & Beacon.

Conyne, R. K. & Bemak, F. (2005). *Journeys to professional excellence: Lessons from leading counselor educators and practitioners*. Alexandria, VA: American Counseling Association.

Gray T. (2005). *Publish and flourish*. Las Cruces, NM: Teaching Academy.

Hodges, S. & Connelly, A. (2009). *A job search manual for counselors and counselor educators*. Alexandria, VA: American Counseling Association.

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. **Student Learning Outcomes:**

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.

6. **Course Objectives:**

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, 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 with 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.

7. **Course Content and Schedule:**

This course will meet for a minimum of 20-25 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.

Date:	Class Topic:	Assignment or Self Study Due:
1/09	Report to internship sites Meet with supervisors	None
1/16	Course Overview & Orientation Canvas Tutorial (if needed)	None
1/23	Internship Activity Supervision	Update internship log
1/30	Doctoral Student Development and Transition to New Professional	Internship Placements and Plan
2/06	Internship Activity Supervision	Update internship log Supervision
2/13	Internship Activity Supervision	Update internship log
2/20	Doctoral Student Development and Transition to New Professional	Discussion Question Response Internship Presentation
2/27	Internship Activity Supervision	Update internship log
3/06	Internship Activity Supervision	Update internship log
3/13	SPRING BREAK	
3/20	Doctoral Student Development and Transition to New Professional	Discussion Question Response Internship Presentation
3/27	Internship Activity Supervision	Update internship log
4/03	Doctoral Student Development and Transition to New Professional	Discussion Question Response Internship Presentation
4/10	Internship Activity Supervision	Update internship log
4/17	Internship Activity Supervision	Update internship log
4/24	Doctoral Student Development and Transition to New Professional <i>Final Class Evaluation Due</i>	Discussion Question Response Internship Presentation
4/25	Last day to submit internship (hard copy) documentation	Internship documentation due

8. Course Requirements

All documentation for the internship is completed and submitted in the Livetext CED Doctoral Internship Portfolio. Students need to be aware that this includes the required advisor approved internship plan. 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 this portfolio for every semester for which they are enrolled in internship.

The portfolio includes documentation and evidence of the activities that students engaged in during the semester. These direct service hours should include research, teaching, professional development and clinical hours which may be clinical counseling and/or supervision.

The portfolio also includes supervisor information (and agreement to provide supervision) and supervisory evaluations. In addition, the course instructor for internship makes the final overall evaluation of the internship experience for that given semester.

9. 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 intern. 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.

10. Class Policy Statements:

- 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.
- 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 for more information on excused absences.
- 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.
- 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 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.

- 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).
- 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.
- 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. 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.**

11. Justification for Graduate Credit (for Graduate Credit Only)

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.

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					

Intern

Date

Advisor

Date

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: _____