# Spring 2019

**Class Time & Location:** Monday 4-6:50pm, 3110 Haley Center

**Instructor:** Jinhee Park, PhD, CRC

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**Office**: 1234C Haley Center

**Office Hours**: By Appointment

1. **Course Number and Title:** COUN 8920

 CED Internship

1. **Credit Hours/Prerequisites:** 1-9 semester hours *(Students must enroll in 3 semesters of internship to meet program requirements)/Prerequisite* COUN 8910
2. **Texts or Major Resources Recommended:**

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

Gray, P., Drew, D.E., Hall, H.M., Richlin, L., & Upham, S. (2012). *What they didn’t teach you in graduate school: 299 helpful hints for success in your academic career.* Sterling, VA: Stylus Publishing.

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

West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (2013). *Teaching in counselor education: Engaging students in learning.* Alexandria, VA: Association for Counselor Education and Supervision.

**Recommended Readings:**

Foster, R. L. (2009, January). Publishing Your Dissertation. *Journal for Specialists in Pediatric Nursing*. pp. 1-2. doi:10.1111/j.1744-6155.2009.00181.x.

Lambie, G. W., Sias, S. M., Davis, K. M., Lawson, G., & Akos, P. (2008). A Scholarly Writing Resource for Counselor Educators and Their Students. *Journal Of Counseling & Development*, *86*(1), 18-25.

Mabrouk, P. A. (2006). Advice to a new faculty member. *Analytical & Bioanalytical Chemistry*, *384*(5), 1029-1033. doi:10.1007/s00216-005-0285-1

Parkman, A. (2016). The imposter phenomenon in higher education: Incidence and impact. *Journal of Higher Education Theory and Practice, 16*(1), 51-60.

Smith, M. C. (2017). Get Started and Write: Advice for New Faculty. *New Horizons In Adult Education*

 *& Human Resource Development*, 29(2), 74-79.

1. **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.

1. **Course Objectives:**

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.

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

**Supervision:** supervising master's students who are enrolled in a counseling practicum, internship, or clinical courses; supervising counselors-in-training at the workplace who are providing counseling services.

**Research:** writing a manuscript and submitting for publication, developing a grant proposal, conducting student-led research, assisting a faculty member with research. (*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*).

P**rofessional development:** presenting at or attending a professional conference, participating in committee work or leadership role with a professional organization, assisting counselor education faculty with program development.

1. **Course Content and Schedule:**

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| **DATE** | **TOPIC** | **READINGS\* & ASSIGNMENTS** |  |
| **January 28th, 2019** | Introduction to class & Self-Care | Internship Placement & Plans |  |
| **February 18th, 2019** | Dissertation ExperienceProductivity in Academic | Foster (2009); Lambie, G.W. et al (2008)Individual development plan and candidate platform due |  |
| **March 18th, 2019** | The Interview Process & Beyond | Mabrouk (2006)Mid-term evaluationTeaching philosophy & expectations; Research statement dueInterview questions due (In Class) |  |
| **April 8th, 2019** | Preparation for Job InterviewsThe New Faculty Experience | Parkman (2016); Smith (2017)Mock Interview |  |
| **April 22nd, 2019** | Internship Experience Reflection and Next Steps | Submit Internship MaterialsInternship reflection dueFinal Evaluation |  |

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

**Assignments to Generate Class Discussion:**

1. **Individual development plan and candidate platform (Due February 18th)**

Students will develop and turn in an individual development plan and candidate platform. This plan should include skills that the student feels they need to focus on, and measurable goals in their professional development. The candidate platform will prepare you for entering the academic job market and establishing who you are as a candidate. You will generate a list of 6-8 bullet points that describe your basic experiences and goals (i.e. your current and future plans regarding research, teaching, clinical practice, grant-writing, program-building, and potential collaborations). Be sure to orient this platform to your identity as a counselor educator professional, and not as a graduate student. Development plans will be shared in class as well as what the student will do to achieve the outlined goals and any possible barriers to achieving goals set.

1. **Teaching philosophy & expectations (Due March 18th)**

Often you will be asked to submit and state your teaching philosophy as part of your application for a faculty position. This philosophy will be reflective of your teaching experience while giving a sense of the breadth and depth of your experience as a counselor educator, focusing on relevant issues such as diversity, technology, research, supervision, and curriculum design. You will write your teaching philosophy along with your expectations of a faculty position in higher education (specifically the type of faculty position for which you will be applying).

1. **Research Statement (Due March 18th)**

Students will develop a written personal research 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.

1. **Mock Interview (April 8th)**

Students will participate in a Mock interview with instructor. This mock interview will be reflective of the initial interview which is often conducted via phone or ZOOM. More will be discussed in class.

1. **Internship reflections (Due April 22nd)**

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 reflection on your strengths, weaknesses, feedback received in this program that has contributed to your growth, biggest challenges, three interesting things learned this semester, discussion of what you imagine you’ll remember from this experience in five years, and any advice for a future student.

Per CACREP 2016 standards, group supervision will be provided regularly throughout the semester. Group supervision will take place in person unless otherwise approved by the course instructor. Students must receive an average of one hour per week of individual supervision with a designated supervisor who has a doctorate in counselor education or a graduate degree and sufficient experience to advance the student’s knowledge and skills.

1. **Course Requirements/Evaluation:**

All documentation for the internship is completed and submitted in the Livetext CED Doctoral Internship Portfolio. Students need to be aware that this includes an internship plan approved by the student’s advisor and signed by all supervisors. 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 an approved internship plan for every semester they are enrolled in internship.

The CED Internship portfolio includes documentation and evidence of the activities that students engaged in during the semester. Students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Students must keep an internship log (found in the CED Internship portfolio on Livetext) and upload a completed log including supervisors’ signatures by the final day of class.

The CED Internship portfolio also includes required midterm and final evaluations completed by each supervisor for each of the core areas the student engaged in for the semester. The course instructor for internship makes the final overall evaluation of the internship experience for that given semester.

**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.

**Class Policy Statements:**

1. 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.
2. 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](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. 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.
4. 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](http://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.
5. 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).
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, an 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:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. 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.**

**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, 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.