**AUBURN UNIVERSITY**

**SYLLABUS**

**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:**  Heather Delgado

**Semester/Year:** Spring 2024

**Date Syllabus Prepared: August 2018; August 2019; July 2020, May 2021, Fall 2022, Spring 2024**

**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.

**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.

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 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 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.

**Course Requirements**

1. **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.**

1. **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.

1. **Internship Plan**

Students are required to provide the Internship Instructor a copy of their approved and signed **Internship Plan on the first class session of Internship**. As outlined in the plan (provided in the Professional Experiences Handbook) your plan will have to specify supervisor, hrs, activities, and outcomes for any Internship Area that you are including in your plan for the semester. Your plan will have to have the approval of all professionals engaged in your supervision (all supervisors must meet program and CACREP requirements to serve in this capacity). **This plan is also to be reviewed and approved by your supervisor prior to the semester.**

1. **Supervision**

4a. **Individual Supervision:** All students are required to have a minimum of 1 hr. of direct individual supervision during Internship (triadic or individual). If a student is engaged in Counseling and/or Supervision, it is also required that **both** of these experiences have a minimum of 1 hr. of individual supervision.

# Individual Supervisors are to bedesignated university approved supervisor who has a doctorate in counselor education or a counseling related profession and sufficient experience to advance the student’s knowledge and skills in the specific internship area. These assignments are to be approved by the students Chair.

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Students will also need to make sure that they meet the supervision requirements of any supervisor assigned to a specific internship area. This includes providing all required documentation, times for observation or other information that the supervisor needs to assess meeting the internship plan requirements and evaluating the student’s progress in internship.

4b. **Group Supervision:** All students are required to engage in the Group Supervision component of Internship. Per CACREP 2016 standards, group supervision will be provided regularly throughout the semester. Group supervision is led by a core faculty member of the counselor education program. Group supervisors must hold a doctorate in counselor education, training in supervision, and at least two years of clinical experience. Group Supervision will be provided in an online format on a schedule established by the Group Supervisor (COUN 8920 Instructor).

1. **Internship Reflections and Readings** will be assigned each semester to apply, process and discuss content specific to these areas.
2. **Internship Logs:** Students are required to maintain an internship log identifying the completion of internship activities and hours. The logs are to be signed by the appropriate Individual Supervisor. While the logs are to be turned in at mid-term and final evaluations times it may be reviewed by the Group Supervisor at any point in the Internship experience.
3. **Individual Supervisor Evaluations:** Students will be required to be evaluated by their Individual Supervisors, these mid-term and final evaluations are to be provided to the Group Supervisor.

**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**

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| --- | --- | --- |
| **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**

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| --- | --- | --- |
| **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**

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| **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 |

## **Course Assignments and Evaluation:**

## **1.**   **Dissertation Timeline** (**Due February 12th**)

Students will develop and turn in a dissertation timeline. The timeline should include dates for writing each chapter through proposal and defense. Timelines will be shared in class as well as what you will do to achieve the outlined goals and any possible barriers to achieving goals set.

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**2.   Research Goals and Statement (Due February 12th)**

Students will develop a written personal research goals and 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.

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**3.   Teaching Philosophy & Expectations (Due February 26th)**

Often you will be asked to submit and state your teaching philosophy as part of your application for a faculty position. You will write your teaching philosophy and present it in class on February 26th along with your expectations of a faculty position in higher education (specifically the type of faculty position for which you will be applying).

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**4.   Interview Questions (Due February 26th)**

This assignment will be created in class in a group. Groups will be selected on the first night of class. Each group will be responsible for creating 6 – 10 questions that might be asked of you during your initial interview for a faculty position.

**5.   Mock Interview (March 25th)**

Students will participate in a Mock interview on ZOOM with instructor. This interview can be scheduled individually with instructor and can take place during class on March 25th. This mock interview will be reflective of the initial interview which is often conducted via phone or ZOOM. More will be discussed in class.

## **6.**   **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 lessons learned and how you have grown through this process.

**Course Evaluation**

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| **Assignment** | **Due Date** | **Standards** |
| Dissertation Timeline | 2/12 | 6.B.4.a-l |
| Research Goals and Statement | 2/12 | 6.B.4.a-l |
| Teaching Philosophy & Expectations | 2/26 | 6.B.3.a-i |
| Interview Questions | 2/26 |  |
| Midterm Evaluations | 2/26 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1.a-f; 6.B.4.a-l; 6.B.5.a-l |
| Mock Interview | 3/25 |  |
| Internship Reflections | 4/22 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1.a-f; 6.B.4.a-l; 6.B.5.a-l |
| Final Evaluations | 4/22 | 6.B.3.a-i; 6.B.2.a-k; 6.B.1. |

 a-f; 6.B.4.a-l;6.B.5.a-1

## **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: 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.
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. 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.

**Course Content and Schedule:**

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| **DATE** | **TOPIC** | **READINGS\* & ASSIGNMENTS** | **2016 CACREP****Standards** |
| **Week 1/22** | **Introduction to Class & Self-Care** | **Internship Placement & Plans** |  |
| **Week of 2/12** | **The Dissertation Experience from concept to publication** | **Dissertation Timeline Due & Research goals and statement Due Readings: Lambie, G.W. et al****(2008); Foster, R.L. (2009)** | 6.B.4.a-l |
| **Week of 2/26** | **The Interview Process & Beyond “The Experiences of a new faculty member”** | **Midterm Evaluation Due Teaching Philosophy & Expectations Due****Interview Questions Due (in class)****Readings: Mabrouk, P.A. (2006).** | 6.B.3.a-i |
| **Week of 3/25** | **Preparation for Job Interviews** | **Mock Interview Day** |  |
| **Week of 4/22** | **Internship Experience Reflection and Next Steps** | **Submit Internship Materials Internship Reflection Due****Final Evaluations Due** | 6.B.3.a-i;6.B.2.a-k; 6.B.1.a-f; 6.B.4.a-l; 6.B.5.a-l |

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

**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.