**AUBURN UNIVERSITY**

**SYLLABUS**

|  |  |
| --- | --- |
| **Course Number:** | **COUN 7920** |
| **Course Title:** | **Internship in Clinical Rehabilitation Counseling** |
| **Credit Hours:** | 3 semester hours credits |
| **Prerequisites:** | COUN 7910 |
| **Co-requisites:** | None |
| **Instructor:** | Denise Bozek, PhD, ALC, NCC, CRC |
| **Email:** | [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu) |
| **Semester/Year:** | Spring 2025 |
| **Meeting time:** | Tuesdays 6:00-7:30pm CST via Zoom |

***Date Syllabus Prepared:***

Fall 2000, January 2018, December 2018, December 2019, December 2020, December 2021, December 2022, December 2023, December 2024

***Textbook/readings:***

None required.

***Course Description:***

Internships are viewed as the culminating activity in degree program and ordinarily follow the completion of coursework and the full complement of supervised counseling practicum. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide culturally competent and valuable services to the consumer within the community-based organization/agency for which they work.

The Clinical Rehabilitation Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). All such accredited masters programs are 2 years in length and include 600 clock hour internship. The preparation received in accredited programs not only provides students a quality education but greatly improves their opportunities for additional counselor credentials (i.e. licensure and certification).

***Course Objectives:***

Interns will perform, under the supervision of an approved rehabilitation counselor who has a master’s degree in rehabilitation counseling (counselor education program) or a closely related area and minimum of two years rehabilitation counseling experience, and the work roles and responsibilities of a fully employed rehabilitation counselor. Upon completion of this internship course, students will demonstrate the following:

|  |  |  |
| --- | --- | --- |
| **Learning Objectives** | **Class Requirement** | **Artifact** |
| After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area. (CACREP 4.U.) | All students will maintain their CMHC approved placement. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Internship students complete at least 240 hours of direct service with actual clients.  (CACREP 4.V) | All students will maintain their CMHC approved placement. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Throughout the duration of internship,  each student receives individual and/or  triadic supervision on a regular schedule  that averages one hour a week and is  provided by at least one of the following:  a counselor education program core or  affiliate faculty member, or  a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or  a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.  (CACREP 4.W.) | Site supervisors will provide one hour of supervision each week. | Student will maintain a counseling log documenting all supervision hours received. |
| Throughout the duration of internship,  each student receives group supervision  on a regular schedule that averages 1½  hours per week and is provided by at least  one of the following:  a counselor education program core or affiliate faculty member or  a doctoral student supervisor who is under the supervision of a counselor education program faculty member.  (CACREP 4.X.) | Students will meet for a 1 ½-hour course weekly for group supervision. | Attendance will be verified by the instructor. |
| Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship. (CACREP 4.B.) | Students are required by internship instructor to obtain individual liability insurance. | See item D in the syllabus. Insurance is uploaded into Box and verified by Internship instructor. |
| Supervision of practicum and internship students includes secure audio/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 4.C.) | Sites will provide opportunities for recording sessions, live supervision or co-led counseling services. | Information will be documented through counseling log. Audio recordings are reviewed by University Supervisor. |
| Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, during their practicum and internship. (CACREP 4.D) | Students will participate in professional development opportunities at their site as though they were a professional counselor. | During their site visit conducted by the instructor of record, professional development will be discussed and reviewed. |
| Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (CACREP 4.E) | Student will receive passing grades in the midterm and final evaluation to continue matriculation. | Evaluations will be submitted and reviewed by instructor of record at midterm and final of the semester. |
| Students have regular, systematic opportunities to evaluate their experience with the practicum and internship placement process. (CACREP 4.F.) | Students are asked to reflect on their placement process during discussion in internship class. | Internship instructor facilitates this discussion, records information from students and shares with Practicum/Internship Coordinator. |
| Students have regular, systematic opportunities to evaluate practicum and internship sites and supervisors. (CACREP 4.G) | Students are required to complete an evaluation on their site at midterm and final. | Students upload their site evaluation in Box. Evaluation is verified by Internship instructor. |
| In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.  (CACREP 4.I.) | Student will pursue group counseling opportunities at their internship site. | Student will maintain a counseling log documenting all group counseling provided. |

***Course Content Outline:***

|  |  |  |
| --- | --- | --- |
| Date | Topic | Readings/Assignments |
| 1/14  Week 1 | Class requirements | Syllabus |
| 1/21  Week 2 | Preparing for the CRC  *Site check-ins & group feedback* | **Site Supervisor Contract**  **Site Supervisor Information Sheet**  **Site Information Sheet**  **Internship Contract** |
| 1/28  Week 3 | Preparing for the CRC  *Site check-ins & group feedback* |  |
| 2/4  Week 4 | Preparing for the CRC  *Site check-ins & group feedback* |  |
| 2/11  Week 5 | Sustaining the professional/personal self  *Site check-ins & group feedback* |  |
| 2/18  Week 6 | Preparing for the CRC  *Site check-ins & group feedback* |  |
| 2/25  Week 7 | *Site check-ins & group feedback* |  |
| 3/4  Week 8 | Midterm Reflections  *Site check-ins & group feedback* | **Midterm evaluations** |
| 3/11  Week 9 | SPRING BREAK |  |
| 3/18  Week 10 | Special topics  *Site check-ins & group feedback* |  |
| 3/25  Week 11 | Case Conceptualization  *Site check-ins & group feedback* | **Case Conceptualization** |
| 4/1  Week 12 | Case Conceptualization  *Site check-ins & group feedback* | **Case Conceptualization** |
| 4/8  Week 13 | Case Conceptualization  *Site check-ins & group feedback* | **Case Conceptualization** |
| 4/15  Week 14 | Special topics  *Site check-ins & group feedback* |  |
| 4/22  Week 15 | Special topics  *Site check-ins & group feedback* | **Group Counseling Leadership Plan** |
| 4/29  Week 16 | Internship Experience  Course Wrap Up & Reflections | **Final Evaluations and Documentation** |

***Assignments/Class Requirements:***

1. **Accrual of Hours:** A minimum of 600 hours (9 credit semester hours), to begin after completion of required practicum, in providing all of the services that a regularly employed counselor in the setting would be expected to perform and attending the internship course.
2. **Internship Site Experience:** A minimum of **240 hours providing direct service** to the clients is required. Services include individual and group counseling. The student must be provided appropriate on-site office space for meeting clients. A minimum of **1 hour per week** **of individual supervision** by the site supervisor is required (*an average of 15 hours per semester*) along with a minimum of one visit by the university supervisor. On-site supervisors must have a minimum of a master’s degree in counselor education or a closely related professional specialty, have had 2 years of appropriate professional experience in community/agency counseling.
3. **Group Supervision:** Group supervision will occur every week in the form of virtual seminars averaging 1½ hours (about 24-27 hours of group supervision). Group supervision/virtual seminars will include discussions of the counseling related topics pertinent to stages of counselor/client relationship, specific topics arising from trainees’ experiences, and treatment/counseling planning/case review for each supervisee.
4. **Group Counseling Leadership Plan:** Each student will lead (or co-lead) one group session during practicum or internship. Students will submit a leadership plan for the session and then evaluate the group session based on the leadership plan. Rubric and template in canvas
5. **Case Conceptualization Summary:** Internship students will present a client case during the semester. Students will present an in-depth summary of an active client case. Using the Case Presentation Format provided by the instructor (in Canvas), students will write a case summary in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation. Presentations will be approximately 45 minutes in length, which includes an oral report and relevant discussion. Please be sure to maintain client confidentiality in collecting and destroying your work. A consent form should be obtained prior to the presentation. Students should identify at least one journal article and include it in the reference page showing that specific service provided to the client has been proved to be effective in the rehabilitation counseling or relevant field.
6. **Documents to be Submitted:** Each student will be expected to complete and submit the following assignments for satisfactory completion of this course. Documents can be found in Canvas. All assignments should be uploaded into Box and Tevera (as needed):

**Documentation:**

Internship Site Supervisor Contract

Internship Site Information

Internship Contract

Internship Log

Midterm Site Supervisor Evaluation

Midterm Intern Self-Evaluation

Final Site Supervisor Evaluation

Final Intern Self-Evaluation

Final Evaluation of Site

***Class Policy Statements:***

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student’s responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work. Additionally, students are expected to attend work at their internship site. Attendance is required at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor in advance. Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

**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.

**Students must maintain confidentiality of all case discussion.** The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected. The use of laptops during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please silence cell-phones before entering class.

**Social Media and Public Representations:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

**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.

**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 work, 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.

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.

* 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.

**Useful Websites:**

Commission on Rehabilitation Counselor Certification

<https://www.crccertification.com/>

National Rehabilitation Association

<https://www.nationalrehab.org/>

American Counseling Association

<http://www.counseling.org/>

Alabama Rehabilitation Association

<https://alabamarehabassociation.org/>

Alabama Counseling Association

<http://www.alabamacounseling.org/>

US Department of Education

<http://www.ed.gov/>