**COUN 8920 Internship in Counselor Education**

**1. Course Number: COUN 8920**

 **Course Title: Counselor Education Internship**

 **Credit Hours: 9 semester hours (Interns must enroll for each semester in which the internship hours are accrued)**

 **Prerequisites: None**

 **Corequisites: NONE**

**2. Date Syllabus Prepared: August 2012, May 2013**

**3. Text(s): None**

**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 Content Outline**:

**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. 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. 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 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*).

P**rofessional 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.

**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.

**7. Assignments/Projects**

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 you 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.

**8. 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 a 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 missed it is up to the student to determine how to make up that time.

**9. Class Policy Statements:**

 1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

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 the *Tiger Cub* 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 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 Policy: All portions of the Auburn University student academic honesty

 code (Title XII) found in the *Tiger Cub* 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 in class, as provided

 by the Americans with Disabilities Act, should arrange for a confidential meeting with the

 instructor during office hours in the first week of classes (or as soon as possible if

 accommodations are needed immediately). The student must bring a copy of their

 Accommodations Letter and an Instructor Verification Form to the meeting. If the student does

 not have these forms, they should make an appointment with the Program for Students with

 Disabilities, 1288 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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**10. 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.

**Internship Plan Form**

**COUN 8920 CED**

* 1. Meet with your advisor to discuss a plan for your internship experience.
	2. Complete the plan form, review with your advisor, and make any adjustments necessary.
	3. 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.
	4. Submit the plan, along with approval for placement, to the chair of the CED faculty for review.
	5. 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.

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| --- | --- | --- | --- | --- | --- |
|  | 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

Evaluation Rubric for CED 8920

Auburn University

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| --- | --- | --- | --- | --- | --- | --- |
| 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:

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Intern Date

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Supervisor Date