

Counselor Education
Doctoral Program
Professional Experiences Handbook

COUNSELOR EDUCATION DOCTORAL PROGRAM

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION AND COUNSELING

2084 HALEY CENTER

Revised June 2017

TABLE OF CONTENTS

Professional Issues	1
COUN 8910 Practicum	1
Teaching Practicum	1
Advanced Counseling Practicum.....	2
Supervision Practicum	3
COUN 8920 Internship	4
Teaching Practicum Materials	5
Syllabus for Teaching Practicum.....	6
Teaching Experience Application Form	10
Teaching Observation Form	11
Lesson Plan Template.....	12
Teaching Practicum Reflection	13
Advanced Counseling Practicum Materials	14
Syllabus for Advanced Counseling Practicum	15
Information Sheet	23
Memorandum to Site Supervisors	24
Adult Information and Consent Form	26
Child/Adolescent Informed Consent Form	27
Progress Note and Session Summary Form	28
Practicum Log Instructions and Expectations.....	29
Advanced Practicum Log.....	30
Individual Treatment/Counseling Plan.....	32
Midterm and Final Evaluation Form	34
Student Evaluation of Placement Site.....	36
Supervisee Evaluation of Individual Supervisor	37
Supervision Practicum Materials	38
Syllabus for Supervision Practicum	39
Supervisory Session Progress Note and Summary Form	45
Supervision Consent Form and Agreement Template	46
Supervision Log	48
Self and University Supervisor Evaluation Form	49
COUN 7910 Evaluation Form	54
CED Doctoral Program Internship Materials	I-1
Course Description, Objectives, and Learning Outcomes.....	I-3
Internship Eligibility	I-4
Supervision of Internship Activities	I-4
Internship Planning	I-5
Internship Documentation.....	I-6
Internship Activities	I-6

The CED Doctoral Internship Checklist.....	I-10
Internship Semester Plan	I-11
Example of Completed Semester Internship Plan	I-18
Supervisor Information Sheet	I-22
Internship Semester Activity Log	I-24
Total Internship Hours Log	I-28
Evaluations of Supervisors	I-29
Intern Self-Evaluation.....	I-34
Internship Evaluation Forms	I-35
Syllabus for Internship	I-43
Appendices	A-1
Counselor Education Programs Informed Consent Agreement.....	A-2
CED Doctoral Annual Review Form	A-4
Assessment Rubric for Doctoral Programs.....	A-7

PROFESSIONAL EXPERIENCES HANDBOOK

Counselor Education Doctoral Program

The Counselor Education Doctoral Program requires several practicums and an internship. Practicums are in the areas of teaching, counseling, and supervision. The doctoral internship focuses on students expanding upon their professional and educational training experiences to develop knowledge and skills in the areas of teaching, supervision, counseling, research and scholarship, and leadership and advocacy.

Students who do not have at least two years counseling experience upon entering the doctoral program are encouraged to gain additional counseling experience beyond that which is required in COUN 8910 Advanced Counseling Practicum and during COUN 8920 Internship.

PROFESSIONAL ISSUES

Students engaged in all professional experiences are required to follow program, site and professional standards and practices. This includes adhering to the [American Counseling Association Ethical Standards](#) (2014).

All College of Education students at Auburn University students 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. Students are also required to purchase their own individual professional liability insurance through organizations such as [HPSO](#), the [National Board of Certified Counselors \(NBCC\)](#), or [Lockton Affinity LLC](#) and provide proof of coverage for student files in the department.

COUN 8910 PRACTICUMS

Students complete supervised practicums teaching, counseling, and supervision. In addition to the descriptions below, each practicum's syllabus, forms, and necessary materials are provided in their respective sections in this handbook.

TEACHING PRACTICUM

Teaching practicum provides students with supervised teaching experiences. Students can engage in a range of class instruction activities including lecturing, leading class discussions, assisting students with working on group activities, developing syllabi, developing resources or supporting materials, and leading demonstrations.

Students can register for COUN 8910: Teaching Practicum after successful completion of COUN 8550: Counselor Education Pedagogy. Prior to registering for Teaching Practicum, the Supervising Instructor (Instructor of record) must approve the student gaining teaching experience in her or his course. ***All Teaching Practicum experiences are to be conducted in Masters-level Counselor Education courses.***

Supervising Instructors of Teaching Practicum (or additional teaching experiences) must hold a doctoral degree in counseling or a related field. Supervision must include observation and evaluation of direct teaching experiences. Supervisors are required to complete a *Teaching Observation Evaluation* form for each instructional session provided by the teaching practicum student.

The syllabus for COUN 8910: Teaching Practicum specifies that students are limited on the amount of time they can provide in direct instruction during a Teaching Practicum. Specifically, students cannot provide more than 10 hours of direct teaching instruction. ***Auburn University policies also restrict students in teaching practicum from being the primary or final evaluator (grading) of students' work in a class since they are not listed as the instructor of record.***

ADVANCED COUNSELING PRACTICUM

This practicum provides students with an opportunity to engage in supervised advanced clinical counseling practice. The following description of COUN 8910: Advanced Counseling Practicum is aligned with the following CACREP 2016 specifications for Counselor Education and Supervision Doctoral Programs under Doctoral Level Practicum (6.C.1-6):

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services.
2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

Students may identify a placement on their own or may request placement assistance from the Doctoral Program Coordinator the semester prior to starting their Advanced Counseling Practicum. The student's placement must be approved by the student's Major Professor.

SUPERVISION PRACTICUM

Supervision practicum provides students with the opportunity to develop their supervision skills by engaging in supervised experiences involving Master's level counseling practicum courses. This includes providing individual and group supervision, as well as receiving group and individual/triadic supervision.

Students participate in COUN 8910: Supervision Practicum the semester after successfully completing COUN 8540: Counseling Supervision: Theory and Practice. During the Supervision Practicum doctoral students will provide one hour of individual supervision or triadic supervision per week to each of their assigned supervisees. They will also provide group supervision to master's level counselor trainees enrolled in COUN 7910 on a bi-monthly (every other week) basis.

Doctoral students providing supervision will be provided one hour of individual or triadic supervision per week by a qualified supervisor who has a doctoral degree in counseling or related field, completed course work in supervision, and has provided supervision to master's-level counselors in training. Doctoral student supervisors will also be provided group supervision by an Auburn University Counselor Education faculty member.

COUN 8920 INTERNSHIP

The following information about the Counselor Education Doctoral Program Internship is aligned with the following CACREP 2016 standards:

1. Doctoral 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).
2. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
3. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.
4. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

The Internship Guide included in this handbook provides necessary information about the internship, including the following descriptions and forms:

- Course description and objectives
- Internship eligibility information
- Supervision of internship activities
- Internship planning and documentation
- Internship activities
- Internship checklist
- Internship Semester Plan
- Supervisor Information sheet
- Semester Activity Logs
- Total hours log
- Evaluation forms

TEACHING PRACTICUM MATERIALS

CED TEACHING PRACTICUM SYLLABUS

Course Number: COUN 8910
Course Title: Practicum: CED Teaching
Credit Hours: 3 Semester hours (Lecture 3)
Prerequisites: Graduate Standing

Date Syllabus Prepared: May 2016

Instructor: Melanie M. Scherer Iarussi, Ph.D., LPC
Email: miarussi@auburn.edu
Phone: (334) 844-2880
Office: 3010 Haley Center
Office Hours: By appointment

Course Description:

This course focuses on the development of pedagogical practice, theory, and principles as they relate to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, and supervisory meetings with assigned course instructor.

Student Learning Outcomes:

Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes (from CACREP 2016 Standards Section 6.B):

- a) Roles and responsibilities related to educating counselors
- b) Pedagogy and methods relevant to counselor education
- c) Models of adult development and learning
- d) Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e) Screening, remediation and gatekeeping functions relevant to teaching
- f) Assessment of learning
- g) Ethical and culturally relevant strategies used in counselor preparation

Guidelines for Teaching Practicum:

- This is a supervised teaching experience. This instructor of COUN 8910: CED Teaching is the designated supervisor for students' teaching experiences.
- Supervision includes observations of students' teaching and review of all materials including lesson plans and course presentation materials (e.g., ppt slides, handouts)
- Students are **not permitted to have more than 10 hours of direct instruction** during the teaching practicum. Students may attend classes to observe the course instructor of record beyond 10 hours, if desired by the instructor of record.
- Students can engage in a range of class instruction activities including lecturing, leading class discussions, assisting students with working on group activities, developing syllabi, developing resources or supporting materials, and leading demonstrations.

- Faculty need to be the person primarily responsible for all grades. Students can participate in evaluation activities on a limited basis.
- Students should be aware of dual relationships. If there is a potential conflict for a student with a course or peer they should discuss this with their supervisor. Students cannot participate in any evaluation process with peers in their or related programs (other doctoral level programs) or be privy to discussions concerning the evaluation of these students.

Course Requirements:

1. **Teaching Demonstrations: Two Instructional Experiences**

Teaching demonstrations can vary in length depending on the needs of the course instructor of record. Each teaching demonstration will include the following:

- **Lesson Plan**
 - Students may use the lesson plan template provided.
 - Students will consider the use of technology, teaching methods to address individual learning style differences, and diversity among students in their development of lesson plans.
 - Students will incorporate evaluation methods to assess student learning, teaching outcomes, student application, and/or student engagement.
 - Students will provide the resources and materials needed to conduct each lesson.
 - ***Students will upload lesson plan and all lesson materials to Canvas at least two days prior to the teaching demonstration for the instructor to review.***
- **Evaluation of Instruction**
 - The instructor of COUN 8910: CED Teaching will observe and evaluate students' teaching demonstrations. If live observation is not possible, video cameras are available for student check out in the Learning Resource Center (LRC) located at 3408 Haley Center.
 - Students will administer a survey one time after their second teaching demonstration to solicit anonymous feedback on their teaching from the students who they taught. Teaching practicum students determine the instrument and execute its distribution.
- **Reflections.** Students will reflect on each teaching demonstration using the reflection template provided on Canvas.
- **Supervision.** Students must meet face-to-face with the instructor of COUN 8910: CED Teaching at least one time during the semester. Students can request additional meetings and decide when during the semester they would benefit most from meeting (e.g., preparing for teaching demonstrations, providing feedback after demonstrations).

2. **Teaching Philosophy:** Students will submit their teaching philosophy at the start of the semester and reflect on how this philosophy is incorporated in their teaching demonstrations (included in reflection assignment above).

Grading and Evaluation Procedures:

Students in this course are required to complete all the specified assignments, including teaching experiences, written assignments, and supervision requirements, as well as demonstrate the identified course objectives. Grades are S/U.

Class Policy Statements:

- A. Attendance: Students are encouraged to attend and be on time for all teaching experiences, observations, and supervision meetings.
- B. 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 Policy on Class Attendance in the [Student Policy eHandbook](#) for more information on excused absences.
- C. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
- D. 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.
- E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](#) 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.
- F. 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).

- G. 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.
- H. 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

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.

TEACHING EXPERIENCE APPLICATION FORM

This application should be submitted prior to the semester that you intend to engage your first teaching Practicum experience. This teaching practicum (COUN 8910 – *Teaching Practicum*) can only be completed after taking COUN 8550 *Counselor Education Pedagogy*.

In semesters in which faculty loads or courses have changed a faculty member can request for a student to submit this form in the semester in which the experience will be conducted.

Applications are to be submitted to the Coordinator of the Counselor Education Doctoral Program. Decisions will be made by the Coordinator in consultation from collaborating faculty. It is recommended that you discuss this with your Academic Advisor.

You are required to review the syllabus for COUN 8910-Teaching Practicum for course and supervisory requirements. If you are completing this as part of COUN 8920-Internship please refer to the course syllabus and Internship Portfolio for required documentation.

Student:

Semester of Teaching Experience:

Location of Teaching Experience:

Auburn Teaching Experiences: Requested Course for Teaching Experience (please rank order preferences and provide at least 3 preferences). Please realize that you may not get your first choice.

- 1.
- 2.
- 3.

Alternative Site:

Course:

Alternative Site Supervisor:

Email:

Provide information about previous teaching experience in the program:

Course:	Semester:	Type of Experience:
Course:	Semester:	Type of Experience:
Course:	Semester:	Type of Experience:

Approval:

Date:

TEACHING OBSERVATION FORM

Counselor Education & Supervision
Teaching Practicum/Internship

Supervisor:

Teaching Practicum Student:

Course:

Class Size:

Sem/yr:

<i>Skill/Behavior</i>	<i>Y</i>	<i>N</i>	<i>N/A</i>	<i>Comments</i>
Rapport is quickly established				
Calls students by name				
States daily goals/provides overview				
Links to previous lesson(s)				
Points are logically linked				
Examples are used to support points				
Student participation is reinforced				
Student questions are encouraged				
Student questions are answered				
Clear, logical questions are posed				
Demonstrations are effective				
Material is contextualized to future work settings				
Current research is used to support points				
Assignments/activities require critical thinking				
Activities are clearly explained including goals, procedures and expected outcomes				
Erroneous ideas are constructively challenged				
Support and encouragement are provided in ambiguous situations				
Multiple instructional methods are used				
Technological competence is evident				
Individual differences in learning are accommodated				
Students are attentive				
Students are responsive				
Positive attitude is conveyed				
Humor is used appropriately				
Respect for students is demonstrated				
Enthusiasm is evident				
Uses body posture, movement and gestures to complement, not detract from lesson				
Changes tone of voice and facial expression to maintain interest, pace lesson				

LESSON PLAN TEMPLATE
COUN 8910: Teaching Practicum

Name of Teaching Practicum Student:

Date of Teaching Experience:

Name of Course:

Title of Lesson:

Name of Supervisor/Observer:

Description of Lecture:

Goals <i>What do you hope student learning outcomes to be as a result of this lesson?</i>	Instructional Method(s) <i>What will you do during class to help students reach the goals? (Lecture, group work, discussion, application activities, etc.)</i>	Evaluation <i>How will you know if the goals were achieved?</i>

Please provide all handouts, presentation materials, and other supporting materials.

TEACHING PRACTICUM REFLECTION

Name of Teaching Practicum Student:

Date of Teaching Experience:

Name of Course:

Name of Lesson:

Refer back to your lesson plan and review the recording of your teaching, if possible. Then, reflect on the following:

- a) The outcomes related to your goals for the lesson
- b) Your instructional methods to achieve these goals
- c) The evaluation methods you used to assess if the desired outcomes occurred

Specifically, reflect on the effectiveness of the lesson as related to the areas outlined above, what you would do to improve any of these areas, and ways in which you have grown from this teaching experience. In addition, reflect on how this specific teaching demonstration illustrated elements of your teaching philosophy.

ADVANCED COUNSELING PRACTICUM MATERIALS

PRACTICUM: ADVANCED COUNSELING

- 1. Course Number:** COUN 8910
Course Title: Practicum – Advanced Counseling
Credit Hours: 3 Semester hours
Prerequisites: COUN 7910 & Departmental Approval
Co-requisites: None
Semester/Year: Spring 2017
Instructor: Melanie M. Iarussi, Ph.D., LPC
Email: miarussi@auburn.edu
Phone: (334) 844-2880
Office: 3010 Haley Center
Office Hours: By appointment

- 2. Date Syllabus Prepared:** Updated January 2017

- 3. Text(s) or Major Resources:**

[Counselor Education Doctoral Degree Handbook.](#)

American Counseling Association. (2014). [Code of ethics.](#) Alexandria, VA: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5.* Washington, DC: American Psychiatric Association.

Articles:

Hays, D. G., Prosek, E. A., & McLeod, A. L. (2010). A mixed methodological analysis of the role of culture in the clinical decision-making process. *Journal of Counseling & Development, 88*, 114–121. doi:10.1002/j.1556-6678.2010.tb00158.x

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist, 63*, 146-159. doi:10.1037/0003-066X.63.3.146

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2013). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy*, doi:10.1037/a0034332

Morales, E., & Norcross, J. C. (2010). Evidence-based practices with ethnic minorities: Strange bedfellows no more. *Journal of Clinical Psychology, 66*, 821-829. doi:10.1002/jclp.20712

Recommended:

Jongsma, A. E., Peterson, M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner.* Hoboken, NJ: John Wiley & Sons, Inc.

Jongsma, A. E., Peterson, M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

4. **Course Description:** Advanced supervised experience that is appropriate to student's program emphasis.

Expanded Course Description: This practicum is designed for doctoral students who will provide counseling services at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

5. **Course Objectives:** 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 Practicum (6.C.1-6) and includes the following accreditation standards for Counseling under Doctoral Professional Identity. Students will be able to demonstrate knowledge and skills related to:
- a. scholarly examination of theories relevant to counseling (CACREP 6.B.1.a)
 - b. integration of theories relevant to counseling practice (CACREP 6.B.1.b)
 - c. conceptualization of clients from multiple theoretical perspectives (CACREP 6.B.1.c)
 - d. evidence-based counseling practices, including implementing in counseling practice (CACREP 6.B.1.d)
 - e. methods for evaluating counseling effectiveness (CACREP 6.B.1.e)
 - f. ethical and culturally relevant counseling in multiple settings (CACREP 6.B.1.f)

6. **Course Requirements:**

- A. **Readings and Discussion.** It is imperative that students read diligently to keep up-to-date with the counseling profession. Readings have been selected to assist students in examining and integrating counseling theories including applying theories to client conceptualization, understand and implement counseling practices with empirical support, and understand and implement culturally-competent counseling practices. Knowledge gained through readings will be advanced and applied via class discussions.
- B. **Class and Practicum Attendance.** Students are expected to attend *all* class meetings. Further, students will work with site supervisors to schedule *8-10 hours per week* in which students will be at their practicum site, and students are expected to maintain that schedule throughout the semester unless changes are mutually agreed upon between the student and site supervisor and approved by the course instructor. In case of absences due to illness or crisis situation, students will notify all supervisors. Students are responsible for working with their site supervisor to ensure client care is considered in the case of a student's absence.
- C. **Provision of Counseling Services.** Students must complete *a minimum of 100 total practicum hours* in order to complete the requirements of this course. *A minimum of*

40 direct service hours is required as part of the total 100 hours (CACREP 6.C.1).

Individual counseling sessions are required to be taped (digital audio) for the purpose of supervision. A "Consent to Tape" form must be obtained from each client (a signed consent from parents is required for minors).

* Students must attend university-provided individual and group supervision in order to accrue client hours.

- D. **Clinical Documentation.** Students are required to write a progress note for each individual or group counseling hour recorded on the students' hour log. Students are also required to complete a session summary for each client after reviewing the recorded counseling session and prior to the student's individual supervision session with the university supervisor.

Students are required to complete treatment plans for every individual or group client after three counseling sessions. Treatment plans should be reviewed and updated after every three additional sessions. Treatment plan must show evidence of students' knowledge and application of counseling theory, including empirically-supported and culturally-relevant practices. For example, students' theoretical approaches should be evident in the goals and objectives, interventions, and evaluation of the outcomes included on the treatment plan.

Students should use templates provided for aforementioned documentation. Documentation should be completed within 48 hours of the counseling session. Recorded counseling sessions and corresponding documentation should be uploaded to the student's folder on the G-drive at least 48 hours prior to the student's scheduled supervision session with his or her university supervisor.

- E. **Individual Supervision.** Each student will be assigned a university supervisor with whom the student will meet for weekly individual or triadic supervision. Prior attending their weekly scheduled supervision session, students will review their recorded counseling sessions and complete the aforementioned clinical documentation. Students must upload a minimum of two (2) recorded counseling sessions and corresponding documentation for all counseling sessions documented on the students' log at least 48 hours prior to supervision.
- F. **Group Supervision.** Group supervision will take place during scheduled class time. Students will present and discuss client cases that are of concern or that might be beneficial to the learning of students. Each student is expected to discuss client cases and to contribute to the learning process of their peers each week.
- G. **Client Case Presentation.** Each student will present a client case, which will include the following components: a description of the client's presenting concerns, information gathered via assessment, case conceptualization using at least one counseling theory, diagnostic impressions (based on the DSM-V), short- and long-term goals, theory-based interventions, evaluation of (anticipated) outcomes, and two components of an audio recorded counseling session that demonstrate the student's counseling skills (e.g., implementing an intervention, evaluating the effectiveness of

counseling, etc.). The presentations should be approximately one hour in length. All identifying information should be removed from the client's information presented.

H. **Final Course Documentation.** Students must submit the following items to the university group supervisor:

- Practicum log
- Information form about the site and supervisors
- Midterm and final evaluations from site and university supervisors
- Students' midterm and final self-evaluations

These items must be submitted in order to receive a final grade, and they will be placed in each student's permanent file stored in 2084 Haley Center.

7. **Grading and Evaluation Procedures.** The main criterion for evaluation is demonstrated competence in counseling skills, including demonstrations of completing the course objectives. Class attendance and participation, attendance and engagement in supervision, openness to feedback and intentional improvement, completion course of requirements as outlined above, and final evaluations completed by students' site and university supervisors will all be considered in determining students' final grades. Grades are S/U. **Incompletes will be assigned only in rare circumstances.**

Assignment	CACREP Standards
Readings and discussion	6.B.1.a; 6.B.1.d; 6B. 1.f
Class and practicum attendance	6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6.B.1.f
Provision of counseling services	6.B.1.b; 6.B.1.d; 6B. 1.f; 6.C.1
Clinical documentation	6.B.1.b; 6.B.1.d; 6B. 1.f
Individual supervision	6.B.1.f; 6.C.2; 6.C.3; 6.C.4
Group supervision	6.B.1.f; 6.C.3; 6.C.5
Client case presentation	6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6B. 1.f
Final course documentation	6.C.1

8. **Class Policy Statements:**

- A. **Attendance and Participation:** Students are expected to attend, be on time for, and participate in each class meeting. Students are expected to prepare for and attend all supervision sessions and attend their practicum site as agreed upon with the student's site supervisor.
- B. **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 Policy on Excused Absences found in the [Auburn University Policy Database](#) for more information on excused absences.

- C. **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.
- D. **Confidentiality:** Students must maintain confidentiality of all case discussions, in compliance with the [ACA Code of Ethics](#). Discussing client material outside of group or individual supervision with any other persons besides 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. Additionally, to maintain client confidentiality, client codes (e.g. a first name) will be used in discussion and on all documentation (e.g. initials).
- E. **Academic Honesty Policy:** All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the [University Policies Database](#) 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.
- F. **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).
- G. **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.
- H. **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
- I. **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 counseling practice. 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.

Syllabus Disclaimer:

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.

Course Schedule

Week	Date	Material	Readings/Assignment	CACREP Standards
1	1/16/17	MARTIN LUTHER KING, JR. DAY		
2	1/23/17	Introduction and Overview of Course Review Required Documentation Self-care		6.B.1.f
3	1/30/17	Practitioner Development Therapeutic Relationship Multiculturalism and Ethics in Counseling Practice	Self-Care Plan	6.B.1.f
4	2/6/17	Presence in Counseling Assessment and Diagnosis	Hays, Prosek, & McLeod (2010)	6.B.1.f
5	2/13/17	Counseling Theory Conceptualization & Treatment Planning		6.B.1.a 6.B.1.b 6.B.1.c 6.B.1.e
6	2/20/17	Counseling Theory Conceptualization & Treatment Planning <i>Client Case Presentation</i>		6.B.1.a 6.B.1.b 6.B.1.c 6.B.1.e
7	2/27/17	Applying Theory with Diverse Clients Hazards of Practice <i>Client Case Presentation</i>	Morales & Norcross (2010) Distribute Midterm Evaluations	6.B.1.a 6.B.1.b 6.B.1.c 6.B.1.f
8	3/6/17	Research and Practice <i>Client Case Presentation</i>	Kazdin (2008) MIDTERM EVALUATIONS DUE	6.B.1.d
9	3/13/17	SPRING BREAK		
10	3/20/17	Evidence-Based Practice and Common Factors <i>Client Case Presentation</i>	Laskin, Gurman, & Wampold (2013)	6.B.1.d 6.B.1.f
11	3/27/17	Group Counseling <i>Client Case Presentation</i>		6.B.1.f
13	4/3/17	Maintaining Change & Termination <i>Client Case Presentation</i>		6.B.1.e
14	4/10/17	Maintaining Ethical Practice		6.B.1.f

Week	Date	Material	Readings/Assignment	CACREP Standards
		<i>Client Case Presentation</i>		
15	4/17/17	Balancing Care for Others and for Self Sustaining Professional and Personal Self	Distribute Final Evaluations	6.B.1.f
16	4/24/17	Class wrap-up	FINAL EVALUATIONS DUE	

INFORMATION SHEET
COUN 8910 Doctoral Practicum
Advanced Counseling Practicum

IMPORTANT: Please complete this form and submit to your University Group Supervisor

Name of Student:

Date of Enrollment:

E-mail:

Site Supervisor:

Site Supervisor E-mail:

Site:

Site Address:

Site Telephone:

University (Individual/Triadic) Supervisor:

University Group Supervisor:

MEMORANDUM
Auburn University
Counselor Education Doctoral Program
Department of Special Education, Rehabilitation and Counseling
2084 Haley Center
334-844-7676

Memorandum

To: Site Supervisors of Counselor Education Practicum Students
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our advanced practicum student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions, or need to discuss a practicum student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at 844-7676.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, video tapes, session summaries) and two hours of group supervision.
2. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to clients and the site.
5. Provide professional liability insurance. All doctoral students enrolled in COUN 8910 Advanced Practicum are provided professional liability insurance through the University.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling.

Students can have a total of 8-10 hours on-site per week.

2. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
3. Make provisions for orientating the practicum student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
4. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
6. Assist in the evaluation of the practicum student's clinical counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and finals.
7. Assure that the student will be properly supervised at all times by a counselor with a graduate degree (preferably doctoral) in counseling or a related profession with specialized expertise to advance the student's knowledge and skills.

The student is expected to:

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

ADULT INFORMATION AND CONSENT FORM

Auburn University

Special Education, Rehabilitation and Counseling

2084 Haley Center

Auburn University, Alabama 36849-5222

Telephone: (334) 844-7676

I would like to take this opportunity to welcome you to counseling and provide you with some information that you may find valuable. I am currently enrolled in the Counselor Education Doctoral Program at Auburn University, Alabama. When I complete my program, I will hold a Ph.D. in Counselor Education. I have already completed a master's degree in counseling.

Our relationship, although psychologically personal at times, should be regarded as strictly professional in nature. We will meet once a week for approximately 50 minutes. Since we will be limited in the amount of time we have to work together, our highest priority will be on the short-term goals we work together to establish. As your counselor, all I request is that you be willing to work with me towards the goals you set for yourself.

If you need to cancel a scheduled appointment, please attempt to do so at least 24 hours in advance. I am not on-call, but if you experience a crisis and require immediate attention, please contact the counseling center or the East Alabama Mental Health Crisis Line at 1-800-815-0630.

I am ethically bound to keep confidential anything you say in our sessions, with the following exceptions: (1) if I believe you are a potential danger to yourself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (3) if you grant me written permission to disclose information to another person; and (4) for supervision/consultation purposes. In order for me to provide you with the best care possible, I will regularly record our sessions and consult with my supervisor and peer counselors.

If at any time you are dissatisfied with my services, please do not hesitate to let me know. If we cannot come to an understanding and resolution, it is my duty to refer you to another care provider. My university supervisor is _____ . My site supervisor is _____ .

If you have any questions now or in the future, please feel free to ask at any time. Please indicate your understanding and consent by signing below.

Signature of Counselor: _____

Date: _____

Signature of Client: _____

Date: _____

CHILD/ADOLESCENT INFORMED CONSENT

Auburn University

Special Education, Rehabilitation and Counseling

2084 Haley Center

Auburn University, Alabama 36849-5222

Dear Parent or Guardian:

Counselor Education Doctoral students from Auburn University are enrolled in a course during the doctoral program called Advanced Practicum. This course involves providing counseling services for approximately 10 to 12 hours each week. During those hours, I will be providing individual and group counseling for students who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. You are receiving this form because I am requesting your consent to provide counseling services to your child in the school. If you have questions about the reason you are receiving this request, please contact the school that your child is affiliated with.

Counselor Education Doctoral Student's Name: _____
would like to work with your son/daughter, named: _____.

If your child experiences a crisis and requires immediate attention in between counseling sessions, please contact the on-call counselor or the East Alabama Mental Health Center Crisis Line at 1-800-815-0630.

I am ethically bound to keep confidential anything your child shares in our sessions, with the following exceptions: (1) if I believe your child is a potential danger to his or herself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (3) if you grant me written permission to disclose information to another person; and, (4) for supervision/consultation purposes. In order for me to provide the best care possible, I will regularly audio record our counseling sessions and consult with my supervisor and peer counselors. Your child's identity will be protected in these circumstances.

If at any time you are dissatisfied with my services, please do not hesitate to let me know. If we cannot come to an understanding and resolution, it is my duty to refer you to another care provider. My course instructor at Auburn University is _____. My site supervisor is _____.

If you are interested and willing to have your child participate, please sign below.

Parent/Guardian Signature _____ Date _____

PROGRESS NOTE AND SESSION SUMMARY
COUN 8910

Progress Note

Client Code/Group Title: _____ Date: _____

Counselor: _____ Session Number: _____

1. Presenting Problem:
2. Session objectives:
3. Therapeutic intervention(s):
4. Evaluation of progress:
5. Plans for the next session:

Session Summary

Complete this section for **each** recorded counseling session and turn in to your supervisor prior to supervision.

1. Describe how you are conceptualizing this client through a theoretical lens.
2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals. Describe your evaluation of the effectiveness of interventions.
3. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?
4. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session on the recording (e.g., minutes 3-7).

PRACTICUM LOG INSTRUCTIONS AND EXPECTATIONS

Please use the following instructions to complete the attached log as you complete the 100-hour requirement for Advanced Practicum (minimum of 40 hours providing direct counseling services).

1. On a weekly basis, document the number of hours of direct counseling services you provided for that week on the log.
 - a. Time should be documented in .25-hour increments. For example, if you see a client for 45 minutes, record .75 hours; 15 minutes, record .25 hours; 90 minutes, record 1.5 hours and so on. Please round to the nearest quarter-hour increment.
 - b. The term DIRECT means that you are providing FACE TO FACE counseling services. This includes individual sessions as well as counseling groups for which you are ACTIVELY leading or co-leading. (Does not apply to any observations of others performing the counseling service). You have to be the one demonstrating these skills to be able to count the time as DIRECT.
 - c. Up to 15 hours of group counseling, in which you are leading or co-leading the group, can be counted toward the total of 40 direct service hours.
 - d. Students are expected to submit an average of two recorded counseling sessions or live supervision forms weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester in order to complete practicum.
 - e. Indirect hours accumulated All other services that do not fall under this explanation are considered indirect and should be counted as such.
2. Also on a weekly basis, document the number hours you receive supervision from a University-appointed supervisor.
 - a. Students must receive supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum by a university-appointed program faculty member or a doctoral student supervisor. This is MANDATORY. In case of absence due to illness or other crisis condition, practicum students will notify all supervisors. It is the student's responsibility to make up absences in individual supervision immediately. A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

Note: The supervision you may receive on site by your practicum site supervisor does not satisfy the requirement for one hour of supervision with a university supervisor. Hours accrued in supervision with an on-site supervisor should be included in Indirect Hours, as this is not a direct service you are providing clients and is often an administrative requirement within agencies and schools to meet staffing needs

Students must attend and receive an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Dates (By Week)	Individual (minimum of 1 per week)	Group (minimum of 2 per week)	Individual Counseling Hours (e.g. .5, .75, 1)	Number of Recorded Sessions (e.g., 1, 2, 3)	Group Counseling Hours (e.g. .5, .75, 1)	Indirect hours	Total Hours For Week (direct + indirect)	Site Supervisor Initials
Column Totals								

SUMMARY

All UNIVERSITY specific hours are to be documented in Columns 2–3

All SITE specific hours are to be documented in Columns 4–8.

INDIVIDUAL TREATMENT/COUNSELING PLAN

Client Code: _____ Date: _____

Counselor: _____

Client Demographics:

Treatment (setting, modality, frequency):

Presenting Concerns and referral information:

Diagnostic Impressions:

Counseling Goal 1:

Objectives:

- 1.
- 2.
- 3.

Therapeutic Intervention:

- 1.
- 2.
- 3.

Review and Evaluation of Progress (include date):

Counseling Goal 2:

Objectives:

- 1.
- 2.
- 3.

Therapeutic Intervention:

- 1.
- 2.
- 3.

Review and Evaluation of Progress (include date):

Counseling Goal 3:

Objectives:

- 1.
- 2.
- 3.

Therapeutic Intervention:

- 1.
- 2.
- 3.

Review and Evaluation of Progress (include date):

Revisions to Treatment/Counseling Plan (include dates):

MIDTERM AND FINAL EVALUATION
COUN 8910: Advanced Counseling Practicum
Counselor Education Doctoral Program

Practicum Student's Name: _____

Date of Evaluation: _____ Midterm: _____ or Final: _____

Please check who is completing this evaluation:

_____ University Supervisor, Name: _____

_____ Site Supervisor, Name: _____

_____ Student (Self-Evaluation)

Rating Scale: M = Marginal, D = Developing, C = Competent, NO = Not Observed

Competency	Comments	M	D	C	NO
The ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client and can use information about those feelings appropriately and/or therapeutically					
An awareness of the human capacity to change and the appropriateness of a client's goals.					
An awareness of both constructive and destructive motivations and the ability to control or utilize these in the best interest of the client					
A consistency of professional identity that is apparent from client to client and from session to session. This identity may be closely aligned with a particular theory or may be eclectic in nature. It will be consistent with the cognitive intellectual styles, and the emotional make-up of the person					
The ability to appropriately solicit and use professional consultation/supervision					
An awareness of one's own limitations, and the ability to seek further education or access research regarding differing cultural and ethnic patterns, and a developed process of guarding against inadvertent bias against others					

Competency	Comments	M	D	C	NO
The ability to integrate and understand a variety of skills and techniques necessary to cope with most clients' problems. An ability to adapt these skills and techniques to new situations and acquire new skills when necessary. This includes techniques and theories related to systems, groups, career counseling, and individual counseling					
An ability to utilize the appropriate ethical standards and legal statutes relating to the specific populations with which they work					
An ability to actively engage in treatment planning, implementation, and evaluation for each client					
An ability to utilize assessment techniques and/or information in making clinical decisions about treatment planning, client progress and termination					
The ability to discern and utilize support/evidence for treatment found in the professional literature					
Responsibility for supervision based on specific concerns relative to the client, counselor self-awareness, and goals established for supervision					
A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination					
An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral					
A working knowledge of group dynamics such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities					

SUPERVISEE EVALUATION OF INDIVIDUAL SUPERVISOR

Name of Supervisor:

Competencies	Unsatisfactory	Satisfactory	Exemplary
1. The supervisor demonstrated a knowledge of the counseling process			
2. The supervisor demonstrated a knowledge of counseling legal and ethical principles			
3. The supervisor demonstrated personal qualities that were conducive to developing a strong supervisory relationship (e.g., awareness of individual differences, humor, openness)			
4. The supervisor demonstrated multicultural competence in the supervisory relationship and within the counseling process			
5. The supervisor demonstrated the ability to help you develop and enhance your counseling skills			
6. The supervisor demonstrated the ability to use multiple supervisory methods to help the you develop counseling competence			
7. The supervisor demonstrated the ability to help you develop conceptualization and treatment planning skills			
8. The supervisor effectively provided feedback and was receptive to feedback from the supervisee related to the supervisory process			

Comments:

SUPERVISION PRACTICUM MATERIALS

COUNSELING SUPERVISION PRACTICUM SYLLABUS

Auburn University

1. **Course Number:** COUN 8910
Course Title: Counseling Supervision Practicum
Credit Hours: 3 Semester hours
Prerequisites: COUN 7910 & 7920
Course Instructor: Amanda Evans, PhD, LPC, ACS, NCC
Semester/Year: Fall 2016

2. Date Syllabus Prepared: July 2016.

3. Text(s):

Borders, L. D., & Brown, L. L. (2005). *New handbook of counseling supervision*. Mahwah, NJ: Taylor & Francis.

4. Course Description: Theories, skills, models and methods used in counseling supervision including evaluation and assessment of counseling outcomes and skills.

5. **Course Objectives:** Upon completion of this course, students will demonstrate the following.

- Purpose of clinical supervision (CACREP 6.B.2.a.);
- Theoretical frameworks and models of clinical supervision (CACREP 6.B.2.b.);
- Roles and relationships related to clinical supervision (CACREP 6.B.2.c.);
- Skills of clinical supervision (CACREP 6.B.2.d.);
- Opportunities for developing a personal a personal style of clinical supervision (CACREP 6.B.2.e.);
- Assessment of supervisees' developmental level and other relevant characteristics (CACREP 6.B.2.f.);
- Modalities of clinical supervision and the use of technology (CACREP 6.B.2.g);
- Administrative procedures and responsibilities related to clinical supervision (CACREP, 6.B.2.h.);
- Evaluation, remediation and gatekeeping in clinical supervision (CACREP, 6.B.2.i.);
- Legal and ethical issues and responsibilities in clinical supervision (CACREP, 6.B.2.j.);
- Culturally relevant strategies for conducting clinical supervision (CACREP, 6.B.2.k.).

6. Course Content Outline

Date	Topic	Assigned Reading	CACREP Standards
Week 1 August 22, 2016	Introductions Stages of Counselor Development and Models of Supervision	Professional Experiences Handbook Chapter 1	6.B.2.a.;6.B.2.c.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k

Date	Topic	Assigned Reading	CACREP Standards
Week 2 August 29, 2016	Providing Feedback	Chapter 2 Philosophy Statement Due	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k
Week 3 September 12, 2016	Supervision Interventions	Chapter 3	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k
Week 4 September 19, 2016	Group Supervision	Chapter 4	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.;
Week 5 September 26, 2016	Supervisory Relationships and Process Issues Case Conceptualization	Chapter 5	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k
Week 6 October 3, 2016	Evaluation of the Supervisee Case Conceptualization	Chapter 7	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.k
Week 7 October 10, 2016	Case Conceptualization	Chapter 8 Midterm Evaluations Due	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k
Week 8 October 17, 2016	Case Conceptualization	Chapter 9	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Week 9 October 24, 2016	Case Conceptualization	Chapter 10	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Week 10 October 31, 2016	Case Conceptualization	Chapter 11 Supervisory Reflections Due	6.B.2.a.; 6.B.2.b; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Week 11 November 7, 2016	Case Conceptualization	Chapter 12	6.B.2.a.; 6.B.2.c.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Week 12 November 14, 2016	Case Conceptualization	Chapter 13	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k
Week 13 November 28, 2016	Case Conceptualization	Chapter 14 Final Evaluations Due	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k

7. Course Requirements:

Course Assignment	Due Date	Points Available	CACREP Standards
Philosophy Disclosure Statement	Week 2	0	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.;
Supervision Project	On-going	320	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Supervisory Reflections	October 31	150	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Conceptualization	On-going	50	6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k
Total		520	

A. Class and Supervision Attendance:

The expectation is held that students will attend **all** COUN 8910 classes (group supervision) while maintaining one-hour weekly supervision meetings as the supervisor and as the supervisee. **As with class attendance, this is mandatory.** In case of absence due to illness or other crisis condition, COUN 8910 students will notify the appropriate supervisors and supervisees as appropriate. It is the student's responsibility to make up absences in individual supervision **immediately**. Please keep in mind this clause in the Practicum 7910 Syllabus "A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time."

B. Readings:

Students are expected to be prepared for class as demonstrated through knowledge and application of assigned readings.

C. Supervision Project:

(320 pts) Students are asked to participate in the supervision of at least one graduate level student. This activity will be integrated into course activities and instruction. Topics will include developing a supervisory style, evaluating progress, modifying supervisory methods based on student needs, and developing counseling skills. Detailed requirements are provided as part of course instructor evaluation appendix.

*Counselor Supervisory Philosophy Statement

Supervisors will develop a supervisor role induction disclosure statement. This document will be utilized as an informed consent document for you to use with your supervisee. Please be sure to include your educational level, credentialing,

clinical experience and experience with supervision. Please include signature lines in this document and have your supervisee sign within the first two weeks of supervision.

***Observation of Supervisee Audio Recordings**

Supervisors are expected to prepare for supervision by observing the supervisee's counseling audio tapes (see Zoom software), reviewing the supervisee's counseling notes and session summaries, and engaging in independent research when preparing for supervision sessions. ***You are to meet with your supervisee for one hour a week – each week. Your supervision sessions are to be video recorded.***

***Participation in Triadic Supervision**

Students will participate in one hour of weekly supervision with a university supervisor. For this task, students will be expected to complete the appropriate paperwork (supervision notes, session summaries, supervisee evaluation and self-evaluation) in a timely manner for this specific activity (*48 hours prior to supervision*).

D. Supervisory Reflections (150 pts): Students are asked to write three reflection papers that parallel the CED Doctoral Portfolio. These reflections must be at least three pages each of written content and should adhere to the APA guidelines (double-spaced, 1" margins, reference page). Title pages and abstracts for these assignments are not necessary. Please note: although this is a reflection of you as a supervisor, empirical support will further support and clarify your reflections.

- a) You are also asked to reflect on the process you engage in as a Supervisor to maintain appropriate ethical, legal and multicultural practice.
- b) You are asked to develop a *Counselor Supervision Practice Module*. This module should demonstrate your ability to conduct supervision including supervisory interventions, supervisory plans, evaluation method(s) used in your supervisory practice.
- c) You are asked to develop a *Counselor Supervision Theory Module*. This statement should address the theoretical foundation of your Counselor Supervisory Philosophy, the demonstration of this philosophy in your practice, your use of supervisory interventions, and the model of supervision that you advocate as a foundation of your supervisory practice.

E. Supervisee Case Conceptualizations (50 pts): Students will participate in one supervisee case conceptualizations. For this assignment, students will identify a peer-reviewed case conceptualization supervision model to use from the literature. The presentation will include a brief review of the model selected and a handout for dissemination. Each case conceptualization will last approximately forty-five minutes as the class discusses the supervisee and supervisor, supervision strengths, supervision limitations and supervision process. All students will be prompted to share part of a recorded supervision session with the class.

8. **Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

Assignment	Points
Supervision Project	320 pts
Supervisee Case Conceptualization	50 pts
Supervisory Reflections	150 pts
Total	720 pts

Grading Scale

A = 100-94%	C+ = 79-75%
A- = 93-90%	C = 74-70%
B+=89-87%	D = 69-60%
B = 86-84%	F = 59 - 0%
B- = 83-80%	

All late assignments will receive a 5% grade reduction per day. Assignments that are not submitted within the week that they are due will not be accepted.

9. Class Policy Statements:

- A. Attendance: As this class is tied to Practicum 7910, 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. Students who receive an "IP" on their transcript can be required to retake the Supervision Class.
- B. 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see the [Policy on Excused Absences](#) found in the Auburn University Policy Database for more information on excused absences.
- C. 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.

- D. 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.
- E. 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, please visit the [Office of Accessibility](#) at 1228 Haley Center, 844-2096 (V/TT). Telephone: (334) 844-2096 (Voice T/O).
- F. 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.
- G. 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, 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.

SUPERVISORY SESSION PROGRESS NOTE AND SUMMARY FORM

Supervisor: _____ Supervisee: _____

Date: _____ Session #: _____

Supervision Progress Note

1. Discuss any primary areas of focus for this session:
2. Identify any strengths related to counseling skills that will be discussed this week:
3. Identify any counseling skills that will be the focus of assessment or development in supervision this week:
4. Discuss any counseling conceptual, planning or assessment skills that are strengths this week:
5. Discuss any counseling conceptual, planning or assessment skills that will be the focus of assessment or development in supervision this week:

Summary Form (Consult with Supervisor)

1. Describe the primary concerns or focus for the supervisee:
2. Describe how you addressed these concerns during supervision:
3. Describe and discuss strategies or methods you used in supervision to work with the supervisee on their development, counseling skills, conceptualization, or professional development:
4. Identify any specific challenges or concerns you had as the supervisor:
5. Identify specific question or concerns you wish to discuss in your supervision:

SUPERVISION CONSENT FORM AND AGREEMENT TEMPLATE

AUBURN UNIVERSITY

Hello, my name is **enter name here** and I am a second year PhD student at Auburn University in the Counselor Education and Supervision Program. As a course requirement for COUN 8540, I am going to be providing you, ***name of student***, supervision services. We will both be under the direct supervision of ***name of university supervisor***.

EDUCATION / CREDENTIALS

I graduated with my ***name and type of graduate degree*** from ***college/university*** in ***year graduated***. I am Nationally Certified Counselor and Licensed Professional Counselor in the state of Alabama. ***Describe your clinical/counseling experience here. Identify your counseling theoretical orientation.***

APPROACH TO SUPERVISION

According to the Auburn University Handbook:

“Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, and one or more supervisees, junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 2014). The evaluation component of all practica are detailed in the relevant syllabus. You will demonstrate mastery of the competencies listed on the syllabus through work samples (audio/video tapes). Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles, consultant, teacher, and counselor, in an effort to assist you enhance your competence and provide high quality services to your clients. The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor. The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee”.

EVALUATION

As indicated in your syllabus, I request that you submit your taped sessions at least forty-eight hours before supervision so that I am able to have ample time to review your work. In session, we will discuss your experiences and evaluate together your progress. If for some reason, you are dissatisfied with an evaluation, please approach me initially and if we are unable to reach a consensus, I can refer you the appropriate source. I expect for you to attend supervision weekly, on-time, and to actively participate.

LEGAL / ETHICAL ISSUES

The information that you share during our sessions will remain confidential among the supervisors. Although the content of our sessions are confidential, there are several exemptions to confidentiality that include, treatment that violates ethical or legal constraints. My services will be offered in a professional manner that is consistent with the American Counseling Association's Code of Ethics (2014). If you encounter an ethical concern during practicum, please contact your on-site supervisor or faculty supervisor. However, if I can be of assistance, please feel free to contact me ***Supervisor's phone number and email address.***

Finally, counseling supervision is not the same thing as personal counseling. If during our work together, personal issues should arise that appear to interfere with your ability to provide counseling services, I will recommend that you seek counseling. Many counselors seek personal counseling during their training and employment and my recommendation does not mean that you are at-risk for failing the course.

STATEMENT OF AGREEMENT

Throughout this semester, we will meet weekly at *time and place*. If for some reason you are unable to meet for weekly supervision at the regularly scheduled time, please contact me at your earliest convenience so that we may reschedule (if possible). If you do not receive weekly supervision, you are not permitted to accrue direct client hours for that week at your practicum site.

By signing below, both parties indicate that they have read and understand this document and agree to participate in supervision according to the guidelines set forth in this contract.

Supervisor Signature

Date

Supervisee Signature

Date

SUPERVISION LOG
COUN 8910 Supervision Practicum

Student's Name:

Semester and year:

University Supervisor's Name:

Week	Dates	Hours of Supervision Provided	Number of Supervision Sessions Recorded	Hours of Supervision Received	University Supervisor Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
TOTAL					

SELF AND UNIVERSITY SUPERVISOR EVALUATION
COUN 8910 Practicum: Counseling Supervision

Supervisee:

Supervisor:

Date of Mid-term Evaluation:

Date of Final Evaluation:

Competencies	Unsatisfactory	Developing	Competent
1. The supervisor demonstrates the following characteristics, knowledge and skills of an effective and competent counselor: 1.1. Knowledge of various counseling theories, systems, and related methods; 1.2. Knowledge of his/her personal philosophical, theoretical and methodological approach to counseling; 1.3. Skill in the application of counseling theory and methods in individual and group counseling.			
2. The supervisor demonstrates personal traits and characteristics consistent with supervisory role: 2.1. Is committed to updating his/her counseling and supervisory skills; 2.2. Is sensitive to individual differences; 2.3. Recognizes limits through self-evaluation and feedback from others; 2.4. Is encouraging, optimistic, and motivational; 2.5. Possesses a sense of humor; 2.6. Is comfortable with authority inherent in supervisory role; 2.7. Identifies own strengths and weaknesses as a supervisor; 2.8. Describes his/her pattern in interpersonal relationships.			
3. Supervisor is knowledgeable about legal, ethical, and regulatory aspects of profession and skilled in applying this knowledge: 3.1. Communicates knowledge of relevant professional codes; 3.2. Demonstrates and enforces ethical and professional standards; 3.3. Communicates an understanding of legal and regulatory documents and their impact			

Competencies	Unsatisfactory	Developing	Competent
<p>on the profession (certification, licensure, rights to records, etc.);</p> <p>3.4. Provides current information regarding professional standards;</p> <p>3.5. Communicates knowledge of counselor rights;</p> <p>3.6. Communicates knowledge of ethical considerations that pertain to the supervisory process (due process, dual relationships, informed consent, confidentiality, and vicarious liability).</p>			
<p>4. Supervisor demonstrates knowledge of the personal and professional nature of supervisory relationships and applies that knowledge:</p> <p>4.1. Respects individual differences with regard to gender, race, ethnicity, culture, age, etc., and understands the importance of these characteristics in supervisory relationships;</p> <p>4.2. Is sensitive to the counselor's personal and professional needs</p> <p>4.3. Expects counselors to take responsibility for their actions;</p> <p>4.4. Is sensitive and responds to the counselor's anxiety relative to performance evaluation;</p> <p>4.5. Conducts self-evaluation, as appropriate, to model professional growth;</p> <p>4.6. Provides facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy);</p> <p>4.7. Establishes a mutually trusting relationship with the counselor;</p> <p>4.8. Provides appropriate balance of challenge and support;</p> <p>4.9. Elicits counselor thoughts and feelings during counseling or consultation sessions and responds in a manner that enhances supervision process.</p>			
<p>5. Supervisor demonstrates knowledge and skill of supervision methods and techniques to promote counselor development:</p> <p>5.1. Accurately discloses purpose, nature, and procedures used in supervision;</p>			

Competencies	Unsatisfactory	Developing	Competent
<ul style="list-style-type: none"> 5.2. Negotiates mutual decisions regarding learning needs of the counselor; 5.3. Engages in appropriate supervisor interventions such as role play, role reversal, live supervision, modeling, IPR, micro-training, suggestions and advice, reviewing tapes, etc.; 5.4. Elicits new alternatives from counselors for identifying solutions, techniques, and responses to clients; 5.5. Performs supervisor's functions of teacher, counselor, or consultant as appropriate; 5.6. Integrates knowledge of supervision with his/her style of interpersonal relations; 5.7. Uses media aids to enhance learning; 5.8. Interacts with counselor to facilitate counselor self-exploration and problem-solving. 			
<ul style="list-style-type: none"> 6. Supervisor demonstrates knowledge of counselor development process and skill to apply knowledge: <ul style="list-style-type: none"> 6.1. Understands developmental nature of supervision; 6.2. Demonstrates knowledge of various theoretical models of supervision; 6.3. Understands counselors' roles and functions in work settings; 6.4. Identifies learning needs of counselor; 6.5. Adjusts supervision content to complement counselors' personal traits, conceptual development, training, and experience; 6.6. Uses methods appropriate to supervisees' development, training, and experience. 			
<ul style="list-style-type: none"> 7. The supervisor is competent in case conceptualization and management: <ul style="list-style-type: none"> 7.1. Recognizes primary goal of helping clients; 7.2. Understands roles of other professionals and assists with referrals when necessary; 7.3. Elicits counselor perception of counseling dynamics; 7.4. Assists counselor in selecting and executing data collection procedures; 			

Competencies	Unsatisfactory	Developing	Competent
7.5. Assists counselor in analyzing and interpreting results objectively; 7.6. Assists counselor in planning effective client goals and objectives; 7.7. Assists counselor in using observation and assessment in preparation of client goals and objectives; 7.8. Assists counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization; 7.9. Assists counselor in providing rationale for counseling procedures; 7.10. Assists counselor in adjusting goals based on ongoing assessment and evaluation.			
8. The supervisor is competent in client assessment and evaluation: 8.1. Monitors use of tests and interpretations; 8.2. Assists counselor in communicating assessment rationale and procedures; 8.3. Assists the counselor in describing and documenting client and counselor change; 8.4. Assists counselor in integrating findings and observations to make appropriate recommendations.			
9. The supervisor demonstrates competence in written and oral reporting: 9.1. Understands and promotes accountability; 9.2. Assists counselor in documenting supervisory and counseling-related interactions; 9.3. Assists counselor in protecting confidentiality of records; 9.4. Assists counselor in identifying appropriate information to be included in verbal or written report; 9.5. Assists counselor in presenting information in a logical, concise, and sequential manner.			
10. The supervisor demonstrates competence in the evaluation of counseling performance: 10.1 Interacts with the counselor from the perspective of evaluator;			

Competencies	Unsatisfactory	Developing	Competent
10.2 Identifies counselors' areas of strength and weakness; 10.3 Provides specific feedback about conceptualization, use of methods and techniques, relationship skills, and assessment; 10.4 Determines the extent to which counselor has developed and applied personal theory of counseling; 10.5 Develops evaluation procedures to determine program and counselor goal attainment; 10.6 Assists counselor in description of progress and achievement.			
18. Supervisor demonstrates knowledge of counseling and counselor supervision research: 11.1 Uses research to determine effectiveness of programs, services, and techniques; 11.2 Applies counseling and supervisory research to practice; 11.3 Formulates counseling or supervisory research questions; 11.4 Integrates research findings in individual case management.			

Comments:

This rubric is based on the Standards for Counseling Supervisors developed by the ACES Supervision Interest Network and adopted by the American Counseling Association governing council in July of 1989.

COUN 7910 PRACTICUM MID-TERM AND FINAL EVALUATION FORM

Practicum Student: _____

Site Supervisor: _____

Individual University Supervisor: _____

Group Supervisor: _____

Practicum Site: _____

Dates of Placement: _____

Date Midterm Evaluation Completed _____

Date Final Evaluation Completed _____

Please check next to the role of evaluator:

_____ **University Individual Supervisor**

_____ **Site Supervisor**

_____ **Practicum Student**

***A separate form should be completed by practicum student, university supervisor, and site supervisor.**

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum.

1 = Unsatisfactory; 2 = Developing; 3 = Target; N/O = Not observed

Part One: Counseling Skills

Objectives	1	2	3	N/O
The ability to communicate to the client the nature and limits of the counseling relationship.				
The ability to interview the client using direct and indirect methods of inquiry.				
The ability to develop and maintain a productive counselor-client relationship.				
Uses basic counseling skills to respond to client needs.				
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups				
The ability to respond to important material as it arises in the counseling session				

Objectives	1	2	3	N/O
Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.				
The ability to recognize and respond appropriately to crisis.				
The ability to use and/or create interventions consistent with the counselor's guiding theory and/or consistent with the client's needs.				
Communicates in a style compatible with the communication style and developmental level of the client.				
Uses advanced accurate empathy				
Uses self-disclosure				
Uses confrontation				
Uses immediacy				
The ability to identify small increments of change.				
The ability to deal with the issues related to termination (i.e., referrals, timing, resistance)				
The ability to apply the counseling skills referenced above to culturally diverse client populations.				

Part Two: Conceptualization and Planning Skills

Objectives	1	2	3	N/O
Systematically conceptualize human behavior and the process of change.				
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.				
Considers sociopolitical contexts when evaluating, conceptualizing, and planning interventions.				
The student uses empirically supported counseling practices and or interventions.				
The ability to present and staff a case using principles and methods of case conceptualization.				

Part Three: Supervision Consulting Skills

Objectives	1	2	3	N/O
The ability to identify the expectations of the client and supervisor.				
Receptivity to individual and group supervision/feedback				
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.				

Objectives	1	2	3	N/O
The ability to provide facilitative feedback to others.				
Seeks case consultation from supervisors when needed.				

Part Four: Evaluation Skills

Objectives	1	2	3	N/O
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.				
The ability to modify specific interventions on the basis of effectiveness.				
The ability to develop, implement and evaluate individual and group treatment/ counseling plans.				
The ability to apply the evaluation skills referenced above to culturally diverse client populations.				

Part Five: Professionalism

Objectives	1	2	3	N/O
Professional Identity: Knowledge of and identification with the role and function of a professional counselor/therapist.				
Self-Awareness: Demonstration of self-awareness as a professional counselor.				
Legal and Ethical Standards of Practice: Possess a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.				
Professional Development: Promote individual professional development both in and outside of the practicum experience.				
Advocacy: Demonstrate ability to place clients' welfare and wellbeing as priority.				

Comments:

CED DOCTORAL PROGRAM INTERNSHIP MATERIALS

Department of Special Education, Rehabilitation, and Counseling
Auburn University

Revised May 2017

TABLE OF CONTENTS

Course Description, Objectives and Objectives	I-2
Internship Eligibility	I-4
Supervision of Internship Activities	I-4
Internship Planning and Documentation	I-5
Internship Activities	I-6
The CED Internship Checklist	I-9
Internship Semester Plan	I-10
Example of Semester Plan.....	I-17
Supervisor Information Sheet.....	I-21
Internship Semester Activity Log	I-22
Total Internship Hours Log	I-25
Evaluations of Supervisors	I-26
Intern Self-Evaluation.....	I-30
Evaluations of Intern	I-31

CED DOCTORAL INTERNSHIP GUIDE

COURSE DESCRIPTION: COUN 8920 CED DOCTORAL INTERNSHIP

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 their 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.

Internship is meant to be a culminating experience in a student's doctoral studies. Students cannot begin internship until they have completed **all but 6 credit hours of coursework**, not including dissertation hours. Students are required to register for internship for **3** semesters.

COURSE OBJECTIVES

Students are required to complete professional and practice experiences in a minimum of three of the following areas: Teaching, Counseling, Supervision, Research and Scholarship, Leadership and Advocacy. Students, in consultation with their major professor, will take into consideration the students' previous experiences and professional goals when they plan their internship activities.

The doctoral internship requires the completion of a total of 600 hours. Students cannot complete more than a 1/3rd of their hours in any one area of emphasis (e.g., no more than 200 hours total in Teaching). Students must meet all required components of their Internship Semester Plan and provide sufficient evidence of completed activities (e.g., teaching materials, presentation proposals, manuscript submission confirmation email). Students must also provide satisfactory supervisor evaluations and a completed activity log, including supervisors' initials and signatures. A student who does not meet these requirements may be given an IN or U for the course that semester. A student must receive an S in the preceding semester to move onto the next semester of internship.

The goal of internship is to develop and enhance the student's professional skills and competencies. As such, students along with their major professors will consider including internship activities that take place within students' existing professional work setting depending on the nature of these activities (i.e., going beyond routine work duties) as well as taking into consideration possible alternative settings and experiences.

STUDENT LEARNING OUTCOMES

Upon completion of the CED Doctoral Internship course, students will demonstrate professional skills and competencies related to their professional goals and identified experiences (***Internship Semester Plan***) in these areas:

1. Pedagogical practice relevant to counselor education (CACREP 2016 6.B.3.a-i)

2. Supervisory planning and implementation skills (CACREP 2016 6.B.2.a-k)
3. Advanced counseling practice skills (CACREP 2016 6.B.1. a-f)
4. Ability to develop and implement research and scholarship activities (CACREP 2016 6.B.4.a-l)
5. Engagement advocacy and leadership activities (CACREP 2016 6.B.5.a-l)

INTERNSHIP ELIGIBILITY

1. To be eligible for internship a student must have completed all academic coursework except for their final 6 credit hours. Dissertation hours are not included in this requirement.
2. A student must be in good academic standing. Students on remediation may not be considered for internship if it is determined by their Academic Committee that completion of remediation is necessary prior to the start of internship.
3. Students should be aware that failure to perform at an appropriate level (see the *Counselor Education Evaluation, Remediation, and Retention Policy*) at any point in the internship process may result in them being dismissed from internship or delayed in completing their internship until these issues are resolved.
4. Students may be dismissed from internship if a supervisor determines that their performance or behavior is inappropriate or unprofessional. Students who are dismissed from internship sites will be reviewed by their Academic Committee. Student remediation or dismissal from the program may result from such review.
5. Students need to be prepared to provide any documentation required for placement at specific internship sites (e.g., transcripts, background checks). In addition, students should be prepared to complete all required training for specific sites prior to starting their internship activities at that site.

SUPERVISION OF INTERNSHIP ACTIVITIES

Students must have an identified supervisor in each area of internship in which they are planning to accrue hours (Teaching, Counseling, Supervision, Research and Scholarship, and Leadership and Advocacy). Supervisors will oversee and evaluate the activities described on the student Internship Semester Plan. Supervisors must sign the area of the Internship Semester Plan that they will be overseeing, as well as initial and sign the Activity Log and complete midterm and final evaluations.

Each student must have a designated **Primary Supervisor**, with whom they will meet for one hour per week in triadic or individual supervision. Students' primary supervisors must have a doctoral degree in Counselor Education or a related field and be approved by students' major professors. Primary supervisors can be supervisors at students' internship sites or qualified Auburn University Faculty.

The following describes supervision requirements for each of the five areas of internship:

Counseling and Supervision internship activities require one hour of individual or triadic supervision per week. Supervisors for counseling activities must have at least a Master's degree in Counseling or a related field and a minimum of two years of counseling experience. Supervisors for supervision activities for internship must have a doctoral degree in Counselor Education or a related field and at least two years of experience providing supervision.

Students engaged in **Teaching** activities must meet with a supervisor on a regular basis. Supervision must include class planning and development, lesson planning, observation of students' teaching, and evaluation of students' teaching. Supervisors for teaching activities must have a Ph.D. in Counselor Education or a related field, and at least two years of teaching experience.

Students engaged in **Research and Scholarship and Leadership and Advocacy** activities must identify an Auburn University faculty member to supervise these activities. In some cases, your major professor can approve an alternative supervisor (Counselor Education Faculty member at another institution) but this requires approval from your major professor.

Group Supervision will be provided on a regular schedule throughout the semester by Auburn University Core Counselor Education Faculty. Students can use distance education technology to participate in this group supervision when necessary and when approved by the University Group Supervisor (student must be in a private setting in which they can participate in supervision undisturbed).

Supervision is a required component of the CED Doctoral Internship. ***Students cannot miss more than one of their individual supervision sessions with their Primary Supervisor and they cannot miss more than one of their Group Supervision sessions.*** If the student is providing counseling or supervision they will be required to make up their individual supervision session. Missing additional supervision sessions will result in the student receiving a U for the semester.

INTERNSHIP PLANNING

Prior to the start of the first semester of internship students are asked to meet with their major professor to develop their **Internship Semester Plan**.

The Internship Semester Plan is due on the first day of classes in each semester that the student is enrolled in CED Doctoral Internship. This plan describes all internship activities that will be conducted in that semester and includes supervisors' signatures for each area of internship in which the student will accrue hours during that semester.

Students are required to provide supervisors who are not Auburn University program faculty with a copy of the **CED Doctoral Internship Supervisor Information Sheet**.

INTERNSHIP DOCUMENTATION

CED Doctoral Internship Activity Log: Throughout the semester, students will be required to provide their University Group Supervisor with an updated internship log. This log is initialed by students' supervisors for each area of internship. A final internship log will be required at the end of the semester which will include a final count of all hours accrued in each area of internship and signatures of supervisors.

Evaluations: Students must submit **Supervisor** and **Self- Midterm and Final Evaluations**, completed and signed by respective supervisors for each area of internship. They are also required to submit a final **Evaluation of their Supervisor(s)**. This is the doctoral intern student's evaluation of their supervision experiences in each area of internship.

Documentation of Activities: For hours documented in the activity log, interns must provide the University Group Supervisor with specific documentation of the activities in which they engaged. Guidelines for such documentation are provided below for each area of internship.

INTERNSHIP ACTIVITIES

Each of the five areas of internship are described below including general information, supervisor qualifications, and guidelines for providing documentation of activities. Students participating in Counseling and Supervision activities will need to designate direct and indirect hours.

1. Counseling

Counseling activities can include group and individual counseling. Interns are required to have a minimum of one hour of face-to-face individual or triadic supervision per week when engaging in counseling activities. Supervisors for counseling activities must have at least a Master's degree in Counseling or a related field and a minimum of two years of counseling experience.

Internship Direct Hours: Face-to-face individual and group counseling activities are direct hours.

Calculating Hours: Hours are calculated per hour engaged in direct provision of services.

Internship Indirect Hours: May include individual supervision, preparation for counseling sessions, administrative activities, program development, and other approved support activities.

Calculating Hours: Hours are calculated per hour engaged in activities; 0.5 hours of preparation is allowable for every direct hour.

Documentation of Counseling Activities: The following may be used to provide evidence of counseling activities for internship:

1. Clinical documentation such as a treatment plan, case notes, and assessments. All clinical documentation must be de-identified to protect client identities.

2. Midterm and final evaluations completed by the Intern's supervisor for counseling activities.

2. Supervision

Students provide individual and group supervision, such as group supervision of counselors-in-training who are enrolled in practicum and internship. Supervisors for supervision activities for internship must have a doctoral degree in Counselor Education or a related field and at least two years of experience providing supervision.

Internship Direct Hours: Face-to-face individual and group supervision activities are direct hours.

Calculating Hours: Hours are calculated per hour engaged in direct provision of services.

Internship Indirect Hours: May include the intern's supervision of their supervision activities, preparation for supervision sessions, development of supervisory materials and resources, and reviewing recorded counseling sessions for supervision session.

Calculating Hours: Hours are calculated per hour engaged in activities (typically, 1.5 hours of preparation is allowable for every direct hour with one supervisee when tapes are reviewed and .5 hours when tapes are not reviewed).

Documentation of Supervision Activities: The following may be used to provide evidence of supervision activities for internship:

1. Supervision notes, evaluations completed of supervisee, or recorded supervision sessions. All documentation must be de-identified to protect the identities of supervisees and clients.
2. Midterm and final evaluations completed by the Intern's supervisor for supervision activities

3. Teaching

Students can engage in teaching at Auburn University or other institutions with approval. These activities can include online and distance education courses. Supervisors for teaching activities must have a Ph.D. in Counselor Education or a related field, and at least two years of teaching experience.

Internship Hours: Direct teaching instruction and co-instruction, one-on-one instruction with students, working with student teams on educational activities, and providing educational sessions to students.

Other activities may include activities related to course, lecture or curriculum development: preparing for direct instruction, grading students' assignments (with supervision), meeting with faculty for supervision of teaching, and participating in educational sessions to expand and enhance teaching competence (e.g., workshops, presentations, and training sessions).

Calculating Hours: Hours engaged in teaching and direct instruction are calculated based on actual hours of direct instruction. Hours in development for teaching are calculated per hour

engaged in activities; 1.5 hours of course preparation is allowable for every hour of direct instruction.

Documentation of Teaching Activities: The following may be used to provide evidence of teaching activities for internship:

1. Course Syllabus
2. Teaching materials, such as lesson plans, Powerpoint presentations, resources used for lesson planning, handout distributed to students, grading rubrics, etc.
3. Midterm and final evaluations completed by the Intern's supervisor for teaching activities

4. Research and Scholarship

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.*** Supervisors of research and scholarship activities should be Auburn University faculty or an approved designate who holds parallel degree and experience.

Internship Hours: Students hours in research and scholarship require demonstration of actual outcomes related to their activities. This means that students can count time engaged in preparing a conference session that is accepted, developing a manuscript that is submitted (in that semester), grant submissions or proposals, or involvement in a research activity for which an IRB is submitted and/or data (qualitative, quantitative) is collected. **Students cannot count any hours directed towards their dissertation research activities.**

Calculating Hours: Hours are calculated per hour engaged in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) by the end of the semester.

Documentation of Research and Scholarship Activities: The following may be used to provide evidence of research and scholarship activities for internship:

1. Copies of research presentations (e.g., copy of program, Powerpoints and/or handouts from the presentation), copies of manuscripts or grant applications, manuscript or grant submission confirmations, and IRB and/or description of data collection activities.
2. Midterm and final evaluations completed by the Intern's supervisor for research and scholarship activities.

5. Leadership and Advocacy

Leadership and advocacy activities 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 or advocate. Supervisors of leadership and advocacy activities should be Auburn University faculty or an approved designate who holds parallel degree and experience.

Internship Hours: Hours accrued in leadership and advocacy should focus on the intern's participation in leadership and advocacy activities. Similar to Research and Scholarship, students should focus on outcomes of their engagement in these activities when calculating hours.

Calculating Hours: Hours are calculated per hour engaged in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) by the end of the semester.

Documentation of Leadership and Advocacy Activities: The following may be used to provide evidence of leadership and advocacy activities for internship:

1. Materials that demonstrate the intern's leadership role (committee meeting minutes, letter from a professional organization) or engagement in activities (programs, itineraries, letters of support).
2. Midterm and final evaluations completed by the Intern's supervisor for leadership and advocacy activities.
 - Education and Counseling Practice
 - Interviewing Skills and Practice
 - Professional Publications: Types of publications and outlets

THE CED DOCTORAL INTERNSHIP CHECKLIST

- Meet with your major professor to develop your internship plan at least one semester prior to when you anticipate beginning your internship.
 - Your internship plan will consist of activities in at least three of the five core areas (counseling, teaching, supervision, research and scholarship, and leadership and advocacy)
 - A minimum of 600 hours is required for internship completion. Students may not count more than 200 hours in any single area.
- Identify potential sites and supervisors for each of your anticipated internship activities.
- Provide each supervisor with the **CED Doctoral Internship Supervisor Information Sheet**.
- If a site requires specific training or preparatory actions prior to engaging in internship activities, such requirements should be completed prior to the start of the semester.
- Immediately prior to the start of each semester in which you are enrolled in internship, complete the **Internship Semester Plan**, including signatures of each supervisor you will have for that semester and your major professor.
- On the first day of the semester, provide your University Group Supervisor with your completed Internship Semester Plan, including all required signatures.
- Each week of the semester, record your internship hours and obtain respective supervisor initials on the **CED Doctoral Internship Activity Log**.
- Provide each supervisor with the evaluation form for the activity that he or she is supervising (counseling, supervision, teaching, etc.)
- Submit **Midterm and Final Evaluations**, completed and signed by respective supervisors for each area of internship in which you are counting hours for that semester, to the University Group Supervisor.
- Submit your completed CED Doctoral Internship Activity Log, including supervisor signatures, to the University Group Supervisor.
- Submit your completed CED Doctoral Internship Evaluation of Supervisors and of Self to the University Group Supervisor.

INTERNSHIP SEMESTER PLAN COUN 8920 CED

COMPLETING THE INTERNSHIP SEMESTER PLAN

Students must submit to the *University Group Supervisor* their **Internship Semester Plan on the first day of class**. This means the student should meet with their Major Professor prior to the semester. This process also requires that they have identified all participating Supervisors and have their approval. Once all Supervisors have approved the plan the student will also need their Major Professor's approval.

You are required during your internship to receive an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. This Supervisor is identified as a **Primary Supervisor**. You will also be required to participate in group supervision, conducted by a Counselor Education program faculty member, on a regularly scheduled basis throughout the semester.

PLAN COMPONENTS:

1. For each area of internship in which you will be accruing hours **this semester**, identify the activities you will be engaging in, goals related to your development, outcomes (e.g., products created), and the estimated number of direct and indirect hours.
2. If you are engaged in **Counseling and Supervision** experiences, both require that you have individual or triadic supervision for 1 hr. per week. You will be required to have **Primary Supervisor(s)** approval of your plan.
3. If you are engaging in **Teaching** you must identify a supervisor who will be providing direct observation of your teaching. This should include observing your teaching, reviewing and supervising on course development, instruction, assessment and teaching evaluation.
4. It is recommended that all **Research** and **Leadership/Advocacy** experiences be supervised by Auburn University faculty. Approval from the Major Professor is needed for these experiences to be supervised by Faculty at other institutions.
5. If you have a semester in which you are only engaging in **Teaching, Research and Leadership and Advocacy** activities you will need to identify an supervisor to provide you with individual supervision (triadic or individual) to meet the weekly supervision requirement. This person will be identified as the **Primary Supervisor** for that semester.

CED DOCTORAL INTERNSHIP SEMESTER PLAN
Auburn University

Doctoral Student Intern:

Semester:

Year:

For each area of internship in which you will be accruing hours this semester, identify the activities you will be engaging in, goals related to your development, outcomes (e.g., products created), and the estimated number of internship hours. Then, list the supervisor for this area of your internship and provide his or her contact information. The supervisor’s signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Guide.

Semester Internship Plan Approvals

(to be signed after plans are completed for each area of internship on the following pages)

	Name	Signature (approving this internship plan)
Major Professor		
*Primary Supervisor		
**University Group Supervisor		

* The **Primary Supervisor** is the supervisor who will be providing the intern with one hour of individual or triadic supervision per week throughout the semester.

** The University Group Supervisor is the COUN 8620 course instructor of record, who will provide interns with group supervision on a regular schedule throughout the semester.

TEACHING

Site:

Please provide detailed information about the teaching activities you will be engaged in during the semester. This should include the titles of the Master's level courses you will be teaching and activities related to teaching.

Activities	Goals	Outcomes	Estimated Internship Hours
Total Estimated Hours			

Name of Supervisor:

Supervisor Contact Information (email and phone):

Supervisor Signature: _____

The supervisor's signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Supervisor Information Sheet.

COUNSELING

Site:

Please provide detailed information about the counseling activities you will be engaged in during the semester. Counseling activities for internship require that the doctoral intern receive one hour of supervision per week.

Activities	Goals	Outcomes	Estimated Direct Hours	Estimated Indirect Hours
			Total Estimated Hours	

Name of Supervisor:

Supervisor Contact Information (email and phone):

Supervisor Signature: _____

The supervisor's signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Supervisor Information Sheet.

SUPERVISION

Site:

Please provide detailed information about the supervision activities you will be engaged in during the semester. Supervision activities for internship require that the doctoral intern receive one hour of supervision per week.

Activities	Goals	Outcomes	Estimated Direct Hours	Estimated Indirect Hours
			Total Estimated Hours	

Name of Supervisor:

Supervisor Contact Information (email and phone):

Supervisor Signature: _____

The supervisor's signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Supervisor Information Sheet.

RESEARCH AND SCHOLARSHIP

Please provide detailed information about the of Research and Scholarship activities you will complete during the semester.

Activities	Goals	Outcomes	Estimated Internship Hours
Total Estimated Hours			

Name of Supervisor:

Supervisor Contact Information (email and phone):

Supervisor Signature: _____

The supervisor's signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Supervisor Information Sheet.

LEADERSHIP AND ADVOCACY

Please provide detailed information about the of Leadership/Advocacy activities you will be engaged in during the semester.

Activities	Goals	Outcomes	Estimated Internship Hours
Total Estimated Hours			

Name of Supervisor:

Supervisor Contact Information (email and phone):

Supervisor Signature: _____

The supervisor's signature indicates that the information in the plan is accurate and that he or she agrees to provide you with the supervision requirements described in the CED Doctoral Internship Supervisor Information Sheet.

EXAMPLE OF COMPLETED SEMESTER INTERNSHIP PLAN DOCUMENTATION

TEACHING

Activities	Goals	Outcomes	Estimated Internship Hours
Teaching with Dr. Evans – COUN 7330 – Counseling Diverse Populations	To participate in the instruction of 4 lectures, participate in supervised students' evaluation experiences, develop one assessment/quiz for the course	One teaching demonstration with lesson plan, ppt presentation, and developed course materials	4 lectures - 3 hrs. = 12 hrs. Course preparation: 1.5 hrs. x 12 = 18 hrs. Evaluation: 5 hrs. Development of assessment: 2 hrs. Supervision meetings with Dr. Evans: 10 hrs.
Teaching a section of COUN 7840-Counseling Theories at Boone University (Online course)	To develop and teach this course. This will include additional supervision by Dr. Smith who will conduct a teaching observation	Develop one course syllabus, develop 3 course assessment tools, complete a teaching evaluation	10 lectures – 3 hrs. = 30 hrs. Course preparation: 2 hrs. x 30 = 45 hrs. Developing course syllabus = 3 hrs. Teaching Observation by Dr. Smith – no hours

Total Hrs: Estimated Total Hours: 125 hrs.

RESEARCH AND SCHOLARSHIP

Activities	Goals	Outcomes	Estimated Internship Hours
Participation in a professional presentation at ACA	Engagement in professional research	Presentation and presentation materials ACA program	10 hrs. of session preparation 1 hrs. of session presentation
Participation in focus group research study	Develop qualitative data collection skills by developing focus group questions and conducting focus group	Research demonstration materials will include focus group questions, summary of focus group responses, and research plan for continuation of the research	10 hrs. for the development of literature rationale and focus group questions 2 hrs. to conduct focus group 10 hrs. to analyze focus group data in collaboration with supervisor (Dr. Iarussi)
Development and	Manuscript development began	A final manuscript and	This is a collaboration with

Activities	Goals	Outcomes	Estimated Internship Hours
submission of manuscript on training school counseling interns	last semester, this semester the focus will be on revising and submitting the final manuscript	submission letter will be submitted to demonstrate outcomes for this activity	Dr. Iarussi and 2 other CED Students 7 hrs. to revise my section and assist with the submission.

Estimated Total Internship Hours: 40 hrs.

LEADERSHIP AND ADVOCACY

Activities	Goals	Outcomes	Estimated Internship Hours
Developing an module for the CMHC Masters students on how to engage in Advocacy	To develop a training module to assist CMHC students in learning how to advocate for clients within CMHC settings	This module is part of a series being sponsored by the CED program. This specific module will be scheduled for the 8 th week of the semester Participants will be provided an opportunity to evaluate the session – this evaluation will also be provided as an outcome	1.5 hrs. of direct training time 5.5 hrs. prep
Serving as Treasurer of Alabama ACES	To engage in leadership development activities	Documentation of role as Treasurer of Alabama ACES	2 hrs. per month in meetings
Student Representative on the CED Advisory Committee	To engage in leadership by becoming aware of training and professional development issues	Documentation of participating in Advisory Committee meetings and participation in analysis of Advisory Committee findings.	2 hrs. of meeting time and 2 hrs. of time in follow-up meeting to analyze findings

Estimated Total Internship Hours: 13 hrs.

COUNSELING

Activities	Goals	Outcomes	Estimated Direct Hours	Estimated Indirect Hours
Provision of individual counseling services at Jamesville Mental Health	Develop and enhance individual counseling skills and Treatment Planning and conceptualization skills. This will include emphasis of the application of Motivational Interviewing	Development of an Counseling Demonstration module: 2 Tx plans with emphasis on the use of MI Session summaries will demonstrate the use of MI	2 Individual clients per week for 12 weeks = 24 hrs. 1 Group per week for 12 weeks – 1.5 hrs. per session = 18 hrs.	1 hrs. of individual supervision per week for 12 weeks = 12 hrs. (Dr. Jones) 1.5 hrs. of Group Site Supervision for 12 weeks= 18 hrs. (Dr. Jones) Staffings – 1.5 hrs. per week for 12 weeks = 18 hrs. Group/Individual Preparation per week .5 hrs. for 12 weeks = 15 hrs.

SUPERVISION

Activities	Goals	Outcomes	Estimated Direct Hours	Estimated Indirect Hours
Supervision of 2 Masters students in COUN 7910	Develop advanced supervision skills	Develop a supervision demonstration module that includes: Session Summaries, Supervision midterm and final evaluations, and development of a supervision intervention plan	2 hrs. of indiv supervision for 15 weeks = 30 hrs.	1 hr. individual supervision per week (Dr. Iarussi – Primary Supervisor) = 15 hrs. 1.5 hrs. of supervisory prep (tape reviews) X 2 (supervisees) for 13* weeks = 39 hours (*students usually require one to two weeks to begin taping on site)
Participation in Group Supervision of COUN 7910	Develop supervision skills and teaching skills associated	Develop two methods for processing students' processing of cases in practicum Develop two modules on	3 Group supervision sessions – Co-Supervising 1.5 hrs. of	1.5 hrs. of supervisory prep X 3 group supervision sessions = 3 hrs. Additional prep time to

Activities	Goals	Outcomes	Estimated Direct Hours	Estimated Indirect Hours
	with this course	developing treatment planning skills in practicum	direct supervision = 4.5 hrs.	develop course materials: 5 hrs.

Estimated Total Direct and Indirect Hours: 96.5 hrs.

SUPERVISOR INFORMATION SHEET
Auburn University
CED Doctoral Internship

1. Qualifications of all supervisors include *a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills*. Supervisors shall meet the specified requirements and qualifications as identified for each area of the internship:
 - a. Teaching: Supervisors for teaching activities must have a Ph.D. in Counselor Education or a related field, and at least two years of teaching experience.
 - b. Counseling: Supervisors for counseling activities must have at least a Master's degree in Counseling or a related field and a minimum of two years of counseling experience.
 - c. Supervision: Supervisors for supervision activities for internship must have a doctoral degree in Counselor Education or a related field and at least two years of experience providing supervision.
 - d. Research and Scholarship: Supervisors of research and scholarship activities should be Auburn University faculty or an approved designate who holds parallel degree and experience.
 - e. Leadership and Advocacy: Supervisors of leadership and advocacy activities should be Auburn University faculty or an approved designate who holds parallel degree and experience.
2. Auburn University CED Doctoral Interns will be provided Group Supervision on a regular basis throughout the semester at Auburn University.
3. Auburn University CED Doctoral Interns are provided professional liability insurance by the University. This insurance provides coverage while the student is engaged in specific clinical practice courses as part of their degree experiences. It does not cover professional experiences occurring outside of these courses.
4. The site and the supervisor agree to provide internship experiences that conform to the policies and procedures established by the Auburn University Counselor Education program, the ethical and legal counseling practice standards in the state for which the internship is conducted, and ethical practice following the *ACA Code of Ethics (2014)*.
5. Prior to the start of internship activities, the intern will provide the supervisor with the **Internship Semester Plan**. This plan will specify activities to be completed during that semester of the Internship. The supervisor will sign this plan as confirmation that the activities described are accurate and that the supervisor will provide supervision of these activities.
6. The supervisor shall orient the intern to all policies and procedures specific to the site.
7. Internship activities in the areas of **Counseling** and **Supervision** require one hour of individual or triadic supervision per week. This supervision will include direct observation of the intern's provision of counseling and/or supervision.

8. Internship activities in the area of **Teaching** must be in master's level counseling courses. This supervision will include direct observation of the intern's teaching.
9. Supervisors must initial the intern's Activity Log to verify hours accrued.
10. CED Doctoral Interns will provide their supervisors with the **University Group Supervisor's** contact information. Supervisors are encouraged to address any questions or concerns related to the intern and/or internship supervision with the University Group Supervisor.
11. Supervisors will complete required midterm and final **Internship Evaluation Forms** for the internship activities they are supervising that semester.

INTERNSHIP SEMESTER ACTIVITY LOG
COUN 8920 CED Doctoral Internship

Complete this form, print, and obtain supervisor signatures.

Doctoral Intern's Name:

Semester & Year:

Dates	Area of Internship	Description of Activities	Hours (Direct/Indirect should be provided for counseling and supervision)	Supervisor Initials
Week 1	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total:			
Week 2	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total:			
Week 3	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total:			
Week 4	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total:			
Week 5	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			

Dates	Area of Internship	Description of Activities	Hours (Direct/Indirect should be provided for counseling and supervision)	Supervisor Initials
	Leadership/Advoc.			
	Total			
Week 6	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 7	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 8	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 9	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 10	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week	Counseling		D: I:	

Dates	Area of Internship	Description of Activities	Hours (Direct/Indirect should be provided for counseling and supervision)	Supervisor Initials
11				
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 12	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 13	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 14	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			
Week 15	Counseling		D: I:	
	Teaching			
	Supervision		D: I:	
	Research/Sch.			
	Leadership/Advoc.			
	Total			

Summary of Completed Hours

Area of Internship	Hours	Supervisor's Signature	Name of Site
Counseling			
Teaching			
Supervision			
Research/Scholarship			
Leadership/Advocacy			
Total Semester Hours for Internship			

Please note:

- For activities such as Counseling and Supervision that require weekly individual supervision than the intern must have confirmation (initial signature) every week. For other activities the signature confirmation should coincide with the date for which the activity was completed.
- Please denote Direct and Indirect hours where needed.
- You will be required to complete a log for every semester that you are enrolled in internship.

TOTAL INTERNSHIP HOURS

This log should reflect the hours completed and documented on each semester activity log.

	Semester 1:	Semester 2:	Semester 3:	Hours Completed*
Counseling				
Supervision				
Teaching				
Research				
Leadership and Advocacy				
			Total Internship Hours	

*Internship hours must total a minimum of 600 hours at the end of three semesters. Students may not accrue more than 200 hours in any one area.

1. Supervisor provided effective feedback this semester	1	2	3	4	5	N/A
8. Supervisor was accessible to you during the internship experience	1	2	3	4	5	N/A

Please provide any additional feedback:

TEACHING – SUPERVISOR EVALUATION

Please use the following scale to rate your **Supervision during your engagement in Teaching**.

N/A means not applicable:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	2	3	4	5		
1. Supervisor provided effective feedback this semester	1	2	3	4	5	N/A
2. Supervisor provided information to help facilitate your development of teaching skills	1	2	3	4	5	N/A
3. Supervisor provided information to help develop your ability to engage students in the classroom	1	2	3	4	5	N/A
4. Supervisor provided feedback that was effective for the development of your teaching philosophy	1	2	3	4	5	N/A
5. Supervisor provided feedback that was effective for developing your skills related to lecturing and course development	1	2	3	4	5	N/A
6. Supervisor demonstrated appropriate professional behavior	1	2	3	4	5	N/A
7. Supervisor was receptive to your perspective	1	2	3	4	5	N/A
8. Supervisor was accessible to you during the internship experience	1	2	3	4	5	N/A

Please provide any additional feedback:

COUNSELING – SUPERVISOR EVALUATION

Please use the following scale to rate your **Supervision during your engagement in Counseling**.
N/A means not applicable:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	2	3	4	5		
1. Supervisor provided effective feedback this semester	1	2	3	4	5	N/A
2. Supervisor provided information to help facilitate your development of counseling skills	1	2	3	4	5	N/A
3. Supervisor provided information to help develop your assessment or counseling conceptualization skills	1	2	3	4	5	N/A
4. Supervisor provided feedback that was effective for the development of your counseling theory or model of practice	1	2	3	4	5	N/A
5. Supervisor provided feedback that was effective for developing your skills related to evaluating counseling outcomes	1	2	3	4	5	N/A
6. Supervisor demonstrated appropriate professional behavior	1	2	3	4	5	N/A
7. Supervisor was receptive to your perspective	1	2	3	4	5	N/A
8. Supervisor was accessible to you during the internship experience	1	2	3	4	5	N/A

Please provide any additional feedback:

SUPERVISION – SUPERVISOR EVALUATION

Please use the following scale to rate your **Supervision during your engagement in Supervision**.
N/A means not applicable:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	2	3	4	5		
1. Supervisor provided effective feedback this semester	1	2	3	4	5	N/A
2. Supervisor provided information to help facilitate your development of supervision skills	1	2	3	4	5	N/A
3. Supervisor provided information to help develop your supervisory assessment or evaluation skills	1	2	3	4	5	N/A
4. Supervisor provided feedback that was effective for the development of your supervisory theory or model of practice	1	2	3	4	5	N/A
5. Supervisor provided feedback that was effective for developing your skills related to evaluating supervision outcomes	1	2	3	4	5	N/A
6. Supervisor demonstrated appropriate professional behavior	1	2	3	4	5	N/A
7. Supervisor was receptive to your perspective	1	2	3	4	5	N/A
8. Supervisor was accessible to you during the internship experience	1	2	3	4	5	N/A

Please provide any additional feedback:

INTERN SELF-EVALUATION

Intern:

Semester:

Date:

Please identify ways in which this semester you developed skills, knowledge, or awareness related to being a Counselor Educator:

What was challenging this semester and how did this experience(s) help develop your professional perspective as a Counselor Educator?

Please identify any goals you may have for your next semester of Internship (if this is not your final semester of internship):

**CED DOCTORAL PROGRAM INTERNSHIP EVALUATION
COUNSELING
Auburn University**

Doctoral Intern:
Supervisor:
Internship Site:

Date:
Supervisor email:

Midterm ___ Final ___

Counseling Experiences: Please identify all the counseling experiences or activities the Intern participated in while under your supervision:

___ Individual Counseling ___ Group Counseling ___ Psycho-education
___ Intake Interviewing ___ Assessment ___ Advocacy/Outreach
Other:

Please use the following scale to rate the Doctoral Intern in the area of Counseling.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Observed
1	2	3	4	5	
1. Intern was able to develop rapport effectively with clients/students.				1 2 3 4 5	N/O
2. Intern demonstrated respect for clients'/students' diversity.				1 2 3 4 5	N/O
3. Intern was able to effectively use assessments for the purposes of information gathering and evaluating progress.				1 2 3 4 5	N/O
4. Intern was able to effectively integrate a theoretical model or framework into their counseling practice.				1 2 3 4 5	N/O
5. Intern demonstrated effective use of counseling skills and interventions.				1 2 3 4 5	N/O
6. Intern demonstrated knowledge of treatment planning and counseling evaluation skills.				1 2 3 4 5	N/O
7. Intern demonstrated effective record keeping and documentation skills.				1 2 3 4 5	N/O
8. Intern was able to effectively engage in supervision.				1 2 3 4 5	N/O
9. Intern demonstrated appropriate professional and ethical behaviors.				1 2 3 4 5	N/O

1. Intern was able to develop rapport effectively with clients/students. 1 2 3 4 5 N/O

10. Intern demonstrated ability to collaborate with colleagues and other professionals. 1 2 3 4 5 N/O

Please identify strengths of the Intern related to Counseling:

Please identify any areas of improvement related to Counseling:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Intern was able to develop rapport effectively with supervisee(s). | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Intern demonstrated appropriate professional and ethical behaviors. | 1 | 2 | 3 | 4 | 5 | N/O |

Please identify strengths of the Intern related to Supervision:

Please identify any areas of improvement related to Supervision:

COUNSELOR EDUCATION DOCTORAL INTERNSHIP EVALUATION
TEACHING
Auburn University

Doctoral Intern: _____ Date: _____ Midterm ___ Final ___
 Supervisor: _____ Supervisor email: _____
 Course Title(s): _____

University: _____

Teaching Experiences: Please identify all the supervision experiences or activities the Intern participated in while under your supervision:

___ Classroom Teaching ___ Development of Course Materials ___ Experiential Activities
 ___ Supervised Evaluation of Student Work ___ Curriculum Revision/Development
 ___ Teaching Evaluation ___ Course/Curriculum Evaluation ___ Distance Learning

Please use the following scale to rate the Doctoral Intern in the area of Teaching.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Observed	
1	2	3	4	5		
1. Intern was able to develop rapport with the students in the class.	1	2	3	4	5	N/O
2. Intern was able to effectively respond to students' questions in class.	1	2	3	4	5	N/O
3. Intern was able to encourage and facilitate student participation.	1	2	3	4	5	N/O
4. Intern demonstrated respect for students' diversity.	1	2	3	4	5	N/O
5. Intern demonstrated knowledge of the course content.	1	2	3	4	5	N/O
6. Intern was able to modify lectures and course assignments to address individual differences in learning styles.	1	2	3	4	5	N/O
7. Intern was able to develop course lectures that integrated course and curriculum objectives.	1	2	3	4	5	N/O
8. Intern was effective in teaching course concepts and skills.	1	2	3	4	5	N/O

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Intern was able to develop rapport with the students in the class. | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Intern demonstrated an awareness and ability to use multiple teaching methods including the use of technology. | 1 | 2 | 3 | 4 | 5 | N/O |
| 10. Intern demonstrated teaching practices that were legal and ethical. | 1 | 2 | 3 | 4 | 5 | N/O |

Please identify strengths of the Intern related to Teaching:

Please identify any areas of improvement related to Teaching:

Please identify strengths of the Intern related to Research and Scholarship and/or Leadership and Advocacy:

Please identify any areas of improvement related to Research and Scholarship and/or Leadership and Advocacy:

COUN 8920
SYLLABUS
Spring 2016

Instructor: Brandee Appling, PhD, NCC
Email: bma0027@auburn.edu
Phone: 334-844-3723
Office: 2060 Haley Center
Office Hours: By Appointment

- 1. Course Number and Title:** COUN 8920 CED Internship
- 2. Credit Hours/Prerequisites:** 1-9 semester hours (*Students must enroll in 3 semesters of internship to meet program requirements*)/Prerequisite COUN 8910
- 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, 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: American Counseling Association.

Additional Required Readings:

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

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.

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.

Recommended Readings:

Bahn, K. (2014, April 11). Women, Academe, and Impostor Syndrome. *Chronicle of Higher Education*. p. A51.

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. 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.)*

Professional 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.

6. Course Content and Schedule:

DATE	TOPIC	READINGS* & ASSIGNMENTS
23-Jan	Introduction to Class & Self-Care	Internship Placement & Plans
13-Feb	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)
27-Feb	The Interview Process & Beyond "The experiences of a new faculty member"	Teaching Philosophy & Expectations Due Interview Questions Due (in class) Readings: Mabrouk, P. A. (2006).
27-Mar	Preparation for Job Interviews	Mock Interview Day
24-Apr	Internship Experience Reflection and Next Steps	Submit Internship Materials Internship Reflection Due

*Reading assignments will be provided prior to class sessions.

Assignments to Generate Class Discussion:

1. Dissertation Timeline (Due February 13th)

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.

2. Research Goals and Statement (Due February 13th)

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.

3. Teaching Philosophy & Expectations (Due February 27th)

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 27th along with your expectations of a faculty position in higher education (specifically the type of faculty position for which you will be applying).

4. Interview Questions (Due February 27th)

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 (Week of March 27th)

Students will participate in a Mock interview on ZOOM with instructor. This interview can be scheduled individually with instructor and can take place during the week of March 27th – 31st. 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 24th)

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.

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.

7. 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.

8. Class Policy Statements:

- A. 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.
- B. 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 [Policy on Excused Absences](#) found in the Student Policy eHandbook for more information on excused absences.
- C. 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.
- D. Academic Honesty Policy: All portions of the Auburn University [Student Academic Honesty Code](#) (Title XII) found in the Student Policy eHandbook 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.

- E. 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).
- F. 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.
- G. 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
- H. 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.

APPENDICES

INFORMED CONSENT AGREEMENT

Counselor Education Programs (CMHC, CPS, REHB, CED)

The Counselor Education programs are committed to an emphasis on the integration of legal and ethical, technological, and diversity knowledge, awareness, and skills into all aspects of the program. Furthermore, our commitment to diversity extends to all aspects of the academic, professional, and clinical environments.

The Counselor Education programs are also committed to the students' engagement in the process of student evaluations. This includes providing students with full information about the evaluation process, their roles, and the role of the faculty. As part of this process we ask that students accepted into the Counselor Education programs review all program materials including those posted on departmental website, Counselor Education Master's and Doctoral Degree handbooks, and this document.

1. I understand that I will be expected to demonstrate academic, clinical, and professional dispositions for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.
2. As a prospective counselor or counselor educator-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession ([American Counseling Association, 2014](#)) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. This includes following the policies and procedures of student conduct and behavior at Auburn University.
 - [AU Academic Honesty Policy](#)
 - [AU Student Conduct](#)
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning, but the content of such disclosures will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others; I understand the faculty will use this as part of the review of my overall academic and clinical growth.
4. I understand I will be formally reviewed at minimum once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. Students may also be reviewed as needed during other times outside of the Annual Evaluation. I understand that the Counselor Education Master's and Doctoral Degree handbooks provide specific information about this review process and the role of faculty and students.
5. I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., the CPCE, the Alabama Prospective Teacher Testing Program (APTTP), Praxis II test #0420, School Guidance and Counseling). I understand I will have an opportunity to take the National Counselor Examination (NCE) while enrolled. This exam is required for Clinical Mental Health Counseling Graduates to be eligible for licensure as a professional counselor (e.g., LPC) and for School Counseling Graduates to be

eligible for state certification.

6. I understand that work products developed in this program may be viewed by external agencies (e.g., [CACREP](#), [NCATE](#), [SACS](#)) to assess program quality.
7. I understand that practicum and internship require the application of knowledge, skills, and professional dispositions that are developed in academic courses. During these clinical practice experiences, students are expected to consistently practice ethical behavior and demonstrate respect for individual differences.
8. I understand that I will not be licensed as a counselor upon completion of this program. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice. In addition, Counselor Education faculty will not endorse students for practice outside their areas of training.
9. I understand that I will not be certified as a school counselor unless I meet all requirements specified from the state that I seek to practice.
10. I understand the Student Handbook, with which I was admitted, may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission. I understand that I will be notified of any changes to the Student Handbook and related policies and program requirements, and that I will have an opportunity to engage in feedback on these proposed changes.
11. I understand that Auburn University email is the official communication method for students. The Department of Special Education, Rehabilitation and Counseling will email students with information about departmental issues, announcements, and to maintain student contact. It is the student's responsibility to check their Auburn email regularly and respond to departmental requests.
12. Students should be aware that under FERPA policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The SERC department follows Auburn University guidelines for how long these records, outside of transcripts, are maintained. Departmental policies limit the amount of time documentation related to practicum and internship is maintained (10 yrs.).

My signature on this document indicates that I have received and reviewed this document. I am also verifying that I have received a copy of the Student Handbook.

Signature of Student

Date

Printed Name

This informed consent agreement is adapted from the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs. Revision 2015, 2016*

CED DOCTORAL ANNUAL REVIEW

Counselor Education Doctoral Student Annual Report

The Counselor Education Doctoral Student Annual Review provides students an opportunity to share their progress, accomplishments, and work in the areas assessed in the annual student review. This information will be shared with your program major professor and faculty. Please complete and submit this form to complete your responsibility in the Counselor Education Doctoral Student Annual Review.

General Information

Name

Name (first and last):

Semester and year in which you are submitting this form:

Advisor (check all that apply):

- Dr. Appling
- Dr. Carney
- Dr. Curtis
- Dr. Derzis
- Dr. Evans
- Dr. Meyer
- Dr. Thomas
- Dr. Tuttle

Semester and year first enrolled in the Counselor Education Doctoral program:

Academic Areas: Knowledge and Clinical Skills

In this section please provide the following information:

Current GPA:

Hours Completed:

- 3-12 hours
- 13-24 hours
- 25-50 hours
- Over 50 hours

Have you submitted your Planner (Plan of Study) in DegreeWorks?

Q Yes

Q No

Please list your committee members:

Have you completed your Doctoral Comprehensive Exam :

Q Yes

Q No

If Yes, what year and semester did you pass the orals component of the exam:

Have you completed and passed the COUN 8910 Teaching Practicum?

Q Yes

Q No

How many Teaching Practicums or supervised teaching experiences have you completed at this stage of your academic program?

None

Q 1-3

Q 3-5

Q More than 5

Have you completed and passed the COUN 8910 Counseling Practicum?

Q Yes

Q No

Have you completed additional hours of counseling experience (not including practicum) during this year?

Q Yes

Q No

If yes, how many hours?

5-25 hours

25-50 hours

50-100 hours

Over 100 hours

Have you completed and passed the COUN 8910 Supervision Practicum?

Q Yes

Q No

Please list all professional licensure and credentials that you currently hold:

Professional Development and Dispositions

This section provides students an opportunity to identify ways in which they may have engaged in activities that promote professional development, research, advocacy and leadership.

Please list all professional or academic recognitions or honors you have received this year:

Please identify any Professional Development activities you may have participated in this academic year: (ex: conferences or training sessions you have attended, workshops, professional meetings)

Please identify any Professional Advocacy activities you may have participated in during this academic year: (ex: volunteering in community or school programs, participating in IDS activities, advocating for your students/clients/consumers)

Please identify any Professional Research or Scholarship activities that you may have participated in during this academic year: (ex: research teams, presenting at conferences/workshops, publications/submissions to professional journals, professional newsletter submissions)

Please identify any Professional Leadership activities you may have participated during this academic year: (ex: officer in IDS, committee member or officer in a professional organization, volunteering with a professional organization)

Please identify all Professional Counseling Organizations you currently belong to:

ASSESSMENT RUBRIC FOR DOCTORAL PROGRAMS
Auburn University

Assessment Rubric for the Counselor Education Doctoral Program Annual Report

Student Name:

Program year:

- Q 1
- Q 2
- Q 3
- Q 4
- Q 5
- Q 6
- Q 7

Academic Indicators

	Unsatisfactory	Developing	Target
Maintains 3.0 GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains appropriate matriculation through the program – meeting program and academic requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes appropriate sequencing of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dispositions

Dispositions reflect students' professional and academic dispositions related to preparation and practice as a Counselor Educator. They are evaluated on a yearly basis.

Dispositions: Academic and Professional Behavior

	Unsatisfactory	Developing	Target	Exceeds Target
Appropriate Professional Dress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to and completes academic and professional responsibilities in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately uses technology (cell phones, computers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate behavior in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic and professional honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ethical behavior and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows school and agency policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity Dispositions: Diversity and Respect for Others

	Unsatisfactory	Developing	Target	Exceeds Target
Demonstrates cultural awareness and sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts students and client differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats others fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to collaborate and work with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes and maintains positive rapport with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with peers is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes and maintains positive rapport with faculty and other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with faculty and other professionals is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflect Dispositions: Reflective Practice and Behavior

	Unsatisfactory	Developing	Target	Exceeds Target
Is receptive to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reflect on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates self- awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to integrate and apply feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to engage in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to engage in academic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of the impact of their behavior on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Competencies

These skills and knowledge competencies are based on the CACREP 2016 Standards. Competencies are developmental with the goal of students demonstrating target evaluation in all competencies at the end of their program.

Professional Competency Areas

	Unsatisfactory	Developing	Target	Exceeds Target	Not Applicable
Counseling					
Demonstrates knowledge of counseling theories and evidence-based counseling practices	<input type="radio"/>				
Demonstrates the ability to integrate counseling theories in practice	<input type="radio"/>				
Demonstrates the ability to conceptualize clients from multiple theoretical perspectives	<input type="radio"/>				
Demonstrates the ability to evaluate counseling effectiveness	<input type="radio"/>				
Demonstrates ethical and culturally relevant counseling practice across multiple settings	<input type="radio"/>				
Supervision					
Demonstrates knowledge including theoretical frameworks and models of clinical supervision	<input type="radio"/>				
Demonstrates awareness of the roles and relationships related to clinical supervision	<input type="radio"/>				
Demonstrates clinical supervision skills relevant to differing clinical supervision modalities & technology	<input type="radio"/>				
Demonstrates clinical supervision skills related to evaluation and administrative procedures. This includes skills related to remediation and gatekeeping	<input type="radio"/>				
Demonstrates ethical and culturally relevant strategies for conducting clinical supervision	<input type="radio"/>				

	Unsatisfactory	Developing	Target	Exceeds Target	Not Applicable
Teaching					
Demonstrates knowledge of the roles and responsibilities related to educating counselors	<input type="radio"/>				
Demonstrates skills related to instructional and curriculum design, delivery and evaluation methods in counselor education	<input type="radio"/>				
Demonstrates knowledge related to pedagogy and teaching methods relevant to counselor education	<input type="radio"/>				
Demonstrates knowledge of screening, remediation and gatekeeping functions in counselor education	<input type="radio"/>				
Demonstrates ethical and culturally relevant strategies used in counselor preparation	<input type="radio"/>				
Research and Scholarship					
Demonstrates skills related to designing and conducting both qualitative and quantitative research	<input type="radio"/>				
Demonstrates knowledge of the models and methods of program evaluation	<input type="radio"/>				
Demonstrates knowledge of models and methods of instrument and survey design	<input type="radio"/>				
Demonstrates skills related to dissemination of research through professional publications and presentations	<input type="radio"/>				

	Unsatisfactory	Developing	Target	Exceeds Target	Not Applicable
Demonstrates ethical and culturally relevant strategies for conducting research	<input type="radio"/>				
Leadership and Advocacy					
Demonstrates skills and knowledge associated with leadership and advocacy in counselor education	<input type="radio"/>				
Demonstrates knowledge of leadership roles and strategies for responding to crises and disasters	<input type="radio"/>				
Demonstrates knowledge of leadership in counselor education including models, accreditation standards, and professional development in professional organizations.	<input type="radio"/>				
Demonstrates skills associated with engagement in professional development	<input type="radio"/>				
Demonstrates ethical and culturally relevant leadership and advocacy practices	<input type="radio"/>				

EVALUATION SCALE:

Unsatisfactory: Student has not demonstrated any indicators of this evaluation area or has demonstrated knowledge, skills or dispositions that identify significant areas of concern related to professional development, required competencies, or ethical behavior.

Developing: Student has demonstrated some indicators of this evaluation area but has not demonstrated all aspects of the skills, knowledge or dispositions required of the evaluation area. An inability to reach TARGET in any skill, knowledge or disposition area may result in remediation.

Target: Student has demonstrated the required skills, knowledge or dispositions in this evaluation area.

Exceeds Expectations: Student exceeded target competencies in the required skills, knowledge or dispositions in this evaluation area.

Not Applicable: Student has not had the appropriate course work or opportunity to demonstrate the required skills, knowledge or dispositions in this evaluation area.

Comments:

Academic Advisor Signature:

Date:

Student Signature:

Date:

Participation in the Annual Review is a required component of the program and indicates matriculation through program requirements. Signing and returning the evaluation denoted engagement in this process. Students have the option to respond to their evaluation and are asked to refer to the Student Handbook and the Auburn University Graduate School Due Process policy relevant to this process.