



## Course Information

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**Course Title, Number, Section Number:** Internship in Counselor Education (COUN 780, 785 and 790)

**Term & Year:**

**Number of Credits:** 2 credits

**Course Location:** Online

**Dates & Times:** Thursdays 5:00-6:30

## Instructor Information

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**Instructor Contact Information:**

**Name of Instructors:**

Email:

Phone:

Office:

**Instructor Preferred Method/Times for Student Contact:** Office hours are by appointment

## Course Description

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This course provides a supervised group experience for students completing hours in any of the following internships: clinical, supervision, teaching, research, and/or leadership & advocacy. Depending on the internship area, students' will engage in a variety of different assignments designed to increase their skill and efficacy as clinicians, supervisors, teachers, scholars, and leaders. Students in this course will record and maintain hours in order to accrue a total 600 hours of counselor education clinical experiences.

## Required Course Materials

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ACA. (2005). Code of Ethics and Standards of Practice. Arlington, VA: Author.

CACREP. (2016). CACREP Standards. Arlington, VA: Author.

## Course Student Learning Outcomes

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The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling skills. The Student Learning Outcomes for this course are aligned with CACREP standards and explicated through specific assignments as noted below.

1. To provide a series educational experiences that are designed to give students in the doctoral program in counseling an orientation to the responsibilities of a counselor educator.
2. To allow the intern to develop his or her strengths and to gain confidence in his or her professional competence as a counselor educator.
3. To provide formal evaluation of the student's performance during the internships by a program faculty member supervisor.
4. Demonstrate the development of a collaborative relationships with faculty in targeted counselor education work (teaching, supervision, counseling practice, research competencies, service to the profession and the public)

5. Demonstrate the ability to assess the needs of “clientele” as appropriate (defined as clinical clients, counselors-in-training, research focus and program evaluation, public and profession in terms of service) and develop techniques to address these needs.
6. Demonstrate the ability to articulate relevant theories used in implementation of internship goals and philosophy statements.
7. Demonstrate effective feedback techniques – both in giving and receiving
8. Articulate where they are on their own professional identity journey.
9. Apply ethical and legal considerations to counselor education work (teaching, supervision, counseling practice, service, and research competencies).

**COUN 780 Standards/Assignment Alignment Chart**

This course is aligned to meet the requirements of the Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards and the Guidelines

**Counselor Education & Supervision Doctoral Internships: 2016 CACREP Standards (pp. 38)**

Doctoral students are required to complete at least two semesters sequence of internships that accrue to 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). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in internship.

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.

**Alignment Table of Learning Outcomes and Course Work:**

<b>Student Learning Outcomes</b>	<b>CACREP Standards</b>	<b>Assignments &amp; Activities</b>
1. To provide a series educational experiences that are designed to give students in the doctoral program in counseling an orientation to the responsibilities of a counselor educator.	<i>6.B.3.d instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</i>	<i>Skill development demonstration. Syllabus/Module Class Facilitation</i>
2. To allow the intern to develop his or her strengths and to gain confidence in his or her professional competence as a counselor educator.	<i>6.B.3.a roles and responsibilities related to educating counselors</i>	<i>Goal Development Goal Summary Paper</i>
3. To provide formal evaluation of the student's performance during the internships by a program faculty member supervisor	<i>6.B.1.e. methods for evaluating counseling effectiveness</i>	<i>Mid-Term and Final Evaluations Professional Dispositional Traits Measure</i>
4 Demonstrate the development of a collaborative relationships with faculty in targeted counselor education work (teaching, supervision, counseling practice,	<i>6.B.5.a theories and skills of leadership</i>	<i>Mid-Term and Final Evaluation</i>

research competencies, service to the profession and the public)		
5 Demonstrate the ability to assess the needs of “clientele” as appropriate (defined as clinical clients, counselors-in-training, research focus and program evaluation, public and profession in terms of service) and develop techniques to address these needs.	<i>6.B.2.f assessment of supervisees’ developmental level and other relevant characteristics</i>	<i>Skill Demonstration</i>
6. Demonstrate the ability to articulate relevant theories used in implementation of internship goals and philosophy statements	<i>6.B.1b integration of theories relevant to counseling</i>	<i>Theory Paper</i>
7. Demonstrate effective feedback techniques – both in giving and receiving	<i>6.B.2.d skills of clinical supervision</i>	<i>Group Supervision Individual Supervision</i>
8. Articulate where they are on their own professional identity journey		<i>Group Supervision Individual Supervision Reflection Assignment</i>
9. Apply ethical and legal considerations to counselor education work (teaching, supervision, counseling practice, service, and research competencies)	<i>6.B.1.f ethical and culturally relevant counseling in multiple settings</i>	<i>Mid-term and Final Evaluations</i>

## Methods of Instruction

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The primary mode of instruction for this class involves experiential learning opportunities, reflection, and interactive dialog in a synchronous environment.

## CES Internship Descriptions

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Each student will choose at least three of the five below areas to focus upon during your CES internship sequence. The focus of each internship should be chosen with care and designed to build basic skills, competencies and knowledge for your professional goals.

### Counseling Internship:

The purpose of the counseling internship is to extend and expand a CES student’s scope of practice. The course is structure around clinical practice under the site supervision. The *Counseling Internship* includes related readings, active participation in group supervision meetings, site supervision, case studies, skill performance observations, and narrative assessments.

Assessment and grading for the counseling internship course involves coursework and experiential learning. The CES student will record client session with permission to be shared in group supervision and will focus upon the interaction with clients.

### Internship in Teaching

The purpose of this teaching internship is to provide a structured experience for doctoral students to engage in teaching a master’s level class under faculty supervision. This experience is structured around a specific MA level course that runs during the semester. Activities for this internship include weekly meetings with the CES teaching faculty, pre and post class activities,

evaluation of students, class presentations, leading class activities, application of instructional design, learning class management systems (ie., Moodle), and group supervision.

Assessment and grading for the teaching internship involves course work and teaching opportunities at the Master's level. The teaching internship experience will involve readings, active participation in group supervision meetings, skill observation, and narrative assessments. The CES student will be recorded providing classroom instruction for use in group supervision activities.

### Internship in Supervision

The principal objective of this internship experience is to provide an opportunity for integration of knowledge and skills in supervision. Applying theory and supervision skills under competent supervision enables students to make the necessary transition from graduate school to a faculty or practice setting. The reality of the supervision setting provides the necessary bridge between training and professional competence. This experience centers on co-facilitating either an MS level practicum or internship course under the direct supervision of a CES faculty member.

Assessment and grading for the Supervision internship involves course work and supervisor opportunities with Master's level students and/or clinic based settings. The Supervision Internship experience will involve supervision of supervision with the CES faculty, readings, active participation in group supervision meetings, skill observations and narrative assessments. With appropriate consent, supervision sessions will be recorded and shared in internship class and/or individual supervision of supervision.

### Internship in Research and Scholarship

The purpose of this research internship is to provide a structured experience for doctoral students to engage in individual or group research. This experience can and should lead to a publication under review. The course is structured according to a 15-16 week traditional course which can include the following: reading pertinent literature, proposal of research methodology, data collection, data analysis, and discussion of findings.

Assessment and grading for the research internship involves course work and hands-on opportunities to conduct a pre-dissertation research project. The Research Internship will involve readings, active participation in group supervision meetings, skill development, and narrative assessments. In addition, dissemination of research will be an important aspect of this internship. Presenting at a local, regional or national conference is expected.

### Internship in Leadership and Advocacy

The purpose of the leadership & advocacy internship is to provide a structured experience of service-learning activities in a variety of settings which will build the advocacy and leadership skills of the student. The course is intended to provide the doctoral student with leadership skill development opportunities that will enhance their future potential as a counselor education advocate, leader, and collaborator.

Assessment and grading for the Leadership and Advocacy internship experience involves course work and hands on opportunities to develop leadership skills and to advocate on a counseling appropriate topic. The student will complete a faculty approved advocacy project individually or within a small group setting. The Leadership and Advocacy internship will involve readings, active participation in group supervision meetings, skill development and narrative assessments. The advocacy project should impact the local, state or regional community.

## Personal Wellness

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Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that impact your ability to be positive and effective. The University of Iowa and Iowa City Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed.

The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the confidential resources across campus and the community who can listen to you and offer assistance.

## Where to Get Help: Additional Policies and Resources for Students

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- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

*Please review additional items noted in the Policies and Resources block in the Moodle course site.*

## Evaluation Method

This course is graded on an A to F scale (with the + and – designation). Each student in collaboration with the university supervisor is expected to set performance goals. Satisfactory progress toward goals – consistent effort and performance improvement – must be demonstrated through taped, written or directly observed by supervisor. To achieve a B grade signifies that the student met all of the basic requirements of the course. An A grade signifies that the student excelled at all of the basic requirements. Unsatisfactory progress will result in a second attempt to achieve the goals.

Assignments	Points
Learning Goals	10
Mid-Term Internship Evaluation With journal entries	50
Create a syllabus or Learning Module assignment	30
<b>Final Internship Evaluation</b> With journal entries and Supervision Hours Log	50
Theory/Philosophy Paper	30
Learning Goals Summary	10
Total	200

Grading Scale (based on the percentage of total points possible)

Learning Plan & Goals	Evaluations	Syllabus /Module	Theory ?Philosophy Paper
20 Points 10%	100 Points 50%	30 Points 15%	30 Points 15%

Grades that are at a C or lower will require a remediation plan which may result in repeating the CES Internship experience.

