

**College of Continuing and Professional Studies
Department of Counseling and Human Science
Atlanta Campus**

Course Title:	COUN 910: Doctoral Internship
Instructor:	Dr. Karen D. Rowland
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Class Meeting Time:	Summer 2014 Monday: 3:00 – 4:30PM
Course Website:	http://drkdrcounselingcourses.weebly.com/

Course Description

The internship is viewed as a series of field-based experiences that occur in a developmental manner, over time. The emphasis is on gaining experience and supervision in all areas of the counselor education profession.

Course Prerequisite

- 1) Completion of ALL required courses as stated in the Doctoral Internship Manual (see p.4)
- 2) Successful in completing the Comprehensive Examination or have applied to take the Comprehensive Examination during the first semester of internship. Students who are not successful in passing all parts of the Comprehensive Examination will need to withdraw from Internship and reschedule the Internship for the next semester that the Comprehensive Examination is available.
- 3) Submission and approval of a plan for the doctoral internship that will be developed in conjunction with the student's curriculum committee chair. The plan should include information concerning where the experiences will take place, the beginning and ending dates of each experience, and any other information which might be helpful in evaluating the proposal, i.e., specific objectives, name of site supervisor, and daily schedule.

Student Learning Objectives/Outcomes:

Students will demonstrate:

Objective	CACREP	Assessment
1. Knows instructional theory and methods relevant to counselor education.	Teaching C.2	
2. Understands ethical, legal, and multicultural issues associated with counselor preparation training.	Teaching C.3	
3. Develops and demonstrates a personal philosophy of teaching and learning.	Teaching D.1	
4. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.	Teaching D.2	
5. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.	Teaching D.3	
6. Demonstrates professional writing skills necessary for journal and newsletter publication.	Research & Scholarship F.3	
7. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.	Research & Scholarship F.4	
8. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.	Research & Scholarship F.5	
9. Demonstrates the ability to create and implement a program evaluation design.	Research & Scholarship F.6	
10. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.	Counseling G.4	
11. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.	Counseling H.1	
12. Demonstrates effective application of multiple counseling theories.	Counseling H.2	
13. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.	Counseling H.3	

Required Textbooks:

Assigned Readings

Professional Liability Insurance

The student must have professional liability insurance prior to seeing clients or supervising others. This insurance may be obtained privately or can be obtained from the Health Providers Service Organization (<http://www.hpso.com/pli/pliindex.php3>) or any professional organization (ASCA, NBCC, etc). The student must provide proof of insurance to the internship coordinator with the appropriate contracts.

Course Requirements

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, or teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and

training. During the internship, interns must receive weekly individual and/or triadic onsite supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. This course will serve as the group supervision.

Activities and Assessments

Internship Hours: A student who has completed a CACREP accredited master's degree with a 600 hour internship will be required to complete a 600 hour internship at the doctoral level. A student who graduated from non-CACREP accredited programs may be asked to complete additional actual clock hours of service, dependent on the internship plan and student need. This may include individual, couple, family or group counseling activities, school guidance activities, clinical supervision hours, teaching and class preparation hours, consultation activities, and research

Note that for a teaching internship; teaching two Master's level courses is the equivalent of 300 hours of internship. Teaching must include preparation and delivery of course materials, in addition to other responsibilities as assigned by the supervising professor. In the case of supervision, supervising one section of Master's level internship or practicum experience is the equivalent of 150 hours of internship.

Case Conceptualization: Each intern will develop a short presentation/discussion on a case or topic that is relevant to the intern's field site and/or internship activity (ies) and present the topic in the scheduled group supervision session.

Intern Evaluation:, The on-site supervisor(s), the university supervisor and the intern will separately complete an evaluation form (See **Doctoral Internship Manual... Evaluation Form**) indicating the intern's overall performance with regard to the objectives/experiences and submit it to the university supervisor on or before the **LAST CLASS SESSION** as noted in the CLASS SCHEDULE.

Class Participation: Participation is essential to this course so you are expected to be present for all group supervision meetings. The factors used to assess your grade include participation in discussions, mastery of the techniques presented in class, and staying current with assigned readings.

Methods of Instruction

The following methods will be used to facilitate learning in this course: independent study, class discussion, lecture, overhead projections, class presentations, outside speakers, case studies, small group work.

Writing Expectations

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, referring to the APA Manual (6th ed.).

EVALUATION

Grading will be done on a **Satisfactory/Unsatisfactory (S/U)** grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work. Should a student fail a particular experience [e.g., teaching] he or she will be asked to repeat that part of the experience. A student must have successfully completed the number of credit hours for his or her plan.

POLICIES

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program. Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

Mercer University ACCESS and Accommodation for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to “reasonable accommodations” intended to ensure equal access to all courses, programs and services without a change of curriculum. Examples of accommodations include: testing accommodations, providing alternative format textbooks and tests, notetaking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by registering with the designated ACCESS Coordinator for their campus or program by providing appropriate medical documentation that supports the need for the requested accommodations.

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley (stilley_r@mercer.edu), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at <http://atlstuaffairs.mercer.edu/disability-services.cfm>.

Student Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Student Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will

be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

- b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
5/19	Group Supervision	ALL interns
5/26		MEMORIAL DAY HOLIDAY
6/2	Case Conceptualization & Supervision	
6/9	Case Conceptualization & Supervision	
6/16	Case Conceptualization & Supervision	
6/23	Case Conceptualization & Supervision	
6/30	<i>Online Class Session</i>	ASCA CONFERENCE
7/7	Case Conceptualization & Supervision	
7/14	Case Conceptualization & Supervision	