

COLLEGE OF EDUCATION
Department of Educational Leadership and Counseling
CNE 739 Counseling Doctoral Internship II
3 Semester Hours Credit

Instructor:

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Required Text: The text(s) used in the graduate class where the intern is placed.

Recommended Books:

Faiver, C. M., Eisengart, S. P. & Colonna, R. (2000). *Counselor intern's handbook* Belmont, CA: Wadsworth Publishing.
Sweitzer, H. F. & King, M. A. (2004). *The successful internship - Transformation & empowerment in experiential learning*. Belmont, CA: Wadsworth Publishing.

Catalog Description: Professional service in a field setting appropriate for counseling, consultation, and personnel work, under supervision, spanning two semesters.

Prerequisite: CNE 739 Doctoral Internship I

CACREP Standard: Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 hours over two semesters, including 240 direct service hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

Description of College Teaching/School Counseling Internship: Students in the Counselor Education track will co-teach one or more courses in the graduate program in Counseling at SHSU. The class meetings of CNE 739 II provide the (average of) 1 ½ hours of group supervision per week needed for this internship. Regarding placements in classes, your CNE 739 instructor will obtain the approval of the instructor for the course(s) prior to the semester. ***Courses will only be taught under the supervision of instructors in the counseling program at SHSU. After Summer 2008, only master's level or undergraduate level courses in the counseling program at SHSU will be utilized.*

Students pursuing the School Counseling track will shadow a Director of Counseling and Guidance and participate in appropriate activities supporting a school district's counseling and guidance program. The class meetings of CNE 739 II provide the (average of) 1 ½ hours of group supervision per week needed for this internship. Please contact the CNE 739 II instructor with the name of the director and district you wish to work with. If appropriate, your instructor will approve and work with you to facilitate your placement.

The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Course Objectives:

1. The guiding foundation for the intern's practice will be the ethical standards for the American Counseling Association (ACA). These standards will be adhered to at all times regardless of whether the intern is a member of ACA.
2. Interns will be able to critically evaluate their own strengths and weaknesses in the counselor educator or director of counseling and guidance role.
3. Interns will develop an identity as a counselor educator/guidance director as their primary professional orientation.

CNE 739 II students in the Counselor Education track will:

1. Complete a 300 hour teaching internship including at least 120 hours of face-to-face contact. Students completing more than 300 hours total time in CNE 739 I may apply up to 100 hours toward the total time requirement for CNE 739 II. A minimum of **200 hours must be completed in CNE 739 II**. A minimum of **42 hours** of face-to-face hours must be completed through teaching/being in the class that is co-taught. Additional face-to-face hours may be completed by observing other graduate classes (with the instructor's permission) or through other clinical activities (e.g. clinical hours in an off-campus setting). Up to 78 face-to-face hours beyond the 120 hours required for CNE 739 I may be applied to face-to-face hours needed in CNE 739 II.
2. Meet weekly for 1 hour of individual supervision and course planning with the instructor of the co-taught course. *A log of supervision hours must be kept and turned in to the instructor of CNE 739 II at every class meeting. One hour of supervision must be completed for each week during which a student is acquiring hours for CNE 739 II.* June 3 is the earliest date for collecting internship hours for CNE 739 II.
3. Participate in the full range of teaching activities experienced by one or more regularly employed faculty member(s) in a graduate program in counseling.
4. Co-teach a graduate level course in counseling with full responsibility for planning, teaching, evaluation, and grading 50% of the course (intern must be supervised in this teaching by the doctoral level counselor educator.) Interns must provide a log of activities associated with all preparation, activities and evaluation for the co-taught course, as well as class time meeting with the instructor and students in CNE 739 II. This log must have entries and specific description of activities for each day during which hours are accumulated. **Interns must bring the log to each class for the CNE 739 instructor's review.**
5. Reflect upon the teaching experience through self-critique of the instructor's and students' roles and the learning that takes place.
6. Critique the teaching of at least one other intern's college teaching using the same format as the instructor. The ratio of positive to constructive feedback must be a minimum of 5 to 1. Submit the feedback to Dr. Bruhn first. He will check for the feedback ratio, then pass it along to the intern being critiqued.

Students in the School Counseling track will:

Complete a 300 hour "director of guidance shadowing" internship including at least 120 hours of face-to-face contact. Students completing more than 300 hours total time in CNE 739 I may apply up to 100 hours toward the total time requirement for CNE 739 II. A minimum of **200 hours must be completed in CNE 739 II**. A minimum of **42 hours** of face-to-face contact with district personnel such as counselors, administrators or secretaries must be completed during the shadowing experience. Additional face-to-face hours may be completed by observing other graduate classes (with the instructor's permission) or through other clinical activities (e.g. clinical hours in an off-campus setting). Up to 78 face-to-face hours beyond the 120 hours required for CNE 739 I may be applied to face-to-face hours needed in CNE 739 II.

1. Participate in the full range of administrative and leadership activities experienced by a director of a school counseling and guidance program. Shadow a director of counseling and guidance for a school district, including attending administrative meetings, observing the director in the facilitation of a counselors’ meeting, review district paperwork and role expectations for the position for 200 hours. Students must provide a log of the **200 hours** of activities class time meeting with the instructor and students in CNE 739 II. Students must teach/ be in the co-taught class between **42-45 hours**.
2. Meet weekly for 1 hour of individual supervision with the director of guidance (or the doctoral level supervisor). *A log of supervision hours must be kept and turned in to the instructor of CNE 739 II at every class meeting.* **One hour of supervision must be completed for each week during which a student is acquiring hours for CNE 739 II.**
3. Interns must provide a log of activities associated with all preparation, activities and evaluation for the “director of guidance shadowing” experience, as well as class time meeting with the instructor and students in CNE 739 II. This log must have entries and specific description of activities for each day during which hours are accumulated. **Interns must bring the log to each class for the CNE 739 instructor’s review.**
7. Reflect upon the teaching experience through self-critique of the director of guidance’s, your participation in the director’s activities, and district counselor’s roles and the effect of activities on the overall guidance and counseling program for the district.
8. Critique the teaching of at least one other intern’s shadowing or college teaching using the same format of the instructor. The ratio of positive to constructive feedback must be a minimum of 5 to 1. Submit the feedback to Dr. Bruhn first. He will check for the feedback ratio, then pass it along to the intern being critiqued.

Standards Matrix

Objectives/Learning Outcomes	Activities ** Indicates Field-Based Activities	Performance Assessment	Standards: CACREP, CA
Increased knowledge and understanding of the Code of Ethics and legal standards	Weekly meetings with the supervising professor or director; seminar discussions; portfolio	Reflection papers; midterm and Final evaluation by the supervising professor or director; observations by the university professor; portfolio assessment	CA-1b
Increased knowledge of professional roles, functions, and relationships	Site observations; seminar discussions; portfolio	Reflection papers; midterm and final evaluation by supervising professor or director; faculty evaluation based on observations by the university professor; portfolio assessment	CA-1b
Increased knowledge of professional credentialing, licensure, and accreditation practices and standards	Preparation of paperwork for LPC or LMFT licensure when appropriate; discussions about school counselor certification requirements; seminar discussions; portfolio	Reflection papers; mid term and final evaluation by the supervising professor or director; observations by the university professor; portfolio assessment	CA-1e

To understand the tasks and responsibilities of teaching (Counselor Education track)	Co-teach a graduate level course in counseling; seminar discussions; portfolio	Reflection papers; mid term and final evaluations by the supervising professor; observations by the university professor; class presentation; portfolio assessment; student evaluations	C3, C4, D2
To conduct one's own teaching of various types of lessons, with observation and feedback (Counselor Education track)	Co-teach class on a weekly basis and engage in weekly supervision and planning with the supervising professor; seminar discussions; portfolio	Reflection papers; mid term and final evaluations by the supervising professor; observation by university professor; class presentation portfolio assessment; student evaluations	C3, C4, D2
Increased knowledge of changing societal trends; clinical experiences that represent the ethnic and demographic diversity of their community	Site observations; seminar discussions; portfolio	Reflection papers; mid term and final evaluations by the supervising professor or director; observation by university professor; portfolio assessment	CA – Clinical K
increased knowledge of the characteristics and educational needs of special populations	Site observations; seminar discussions; portfolio	Reflection papers; mid term and final evaluations by the supervising professor or director; observations by the university professor; portfolio assessment	CA - Community Counseling C4 and C5

Course Format:

A schedule of class meetings is attached to this syllabus. During the on-campus class meetings, teaching/directorship experiences will be reviewed, teaching demonstrations will be conducted, and syllabi and teaching materials will be examined. The CNE 739 instructor will make on-site visits to the teaching/directorship placement sites two times during the semester. These visits will be arranged during the first meeting of the class.

Portfolio and Records:

Doctoral students will create a portfolio for this class which will consist of the following materials and examples of teaching resources used in their class, or the activities while shadowing a director of counseling and guidance. The intern shall have a complete portfolio at the end of this experience which includes:

- Internship Agreement, signed by all involved
- Copy of the course syllabus and teaching materials used in the class including quizzes, tests, etc.
 - If power point lessons are taught, the slides should be included in the portfolio.
- Proof of Liability Coverage form
- Doctoral Intern Data Form
- Supervisor Data Form
- Evaluation Forms from the supervising professor or director of counseling and guidance at both mid-term and end of the term

Case Presentation in Class:

Each student will give a 45 minute presentation which will include two 10 minute videotaped segments of her or his teaching experience or shadowing of a director. The presentation will begin with a brief description of the course, the level of the students, the classroom environment and a description of the teaching expertise of the supervising professor. In the case of shadowing a director, begin with a brief description of the director's activity including purpose, strategies and/or interventions, and outcomes. The student will critique each video segment for the strengths and weaknesses of teaching/shadowing.

On-Campus Class Meeting Dates:

- Class #1** Review syllabus and requirements. How do you learn best? How do other adults learn best? Develop a curriculum/course sequence for the master's degree program (LPC/SC). Describe your reasons why. What is different about teaching a didactic course as opposed to a practicum/internship?
- Class #2** Discuss challenges and successes related to your initial weeks of teaching.
- Class #3** Issues related to teaching master's level counseling students
- Class #4** **Mid Term evaluations are due**
3 Presentations
- Class #5** **Final evaluations are due**
4 Presentations (including Maxwell, Bates, and Falls)

COURSE EVALUATION: The grading for this course has been set up on a point system.

1. Reflections will be completed for each class taught. Students will use the form provided. These can be emailed to the professor at edu_rab@shsu.edu and are due two days after each class, 7 P.M.. Example: If a class is taught on Monday, the reflection is due on Wednesday. Due to the fast pace of the summer, students cannot wait until the next class meeting to hand in reflections. *No credit will be given if the reflections are not received within the two-day time period.*

The number of papers may differ by each student. For example, if you are teaching a class for 10 times, you will need to hand in 10 papers, each worth 10 points. If you are teaching a class that meets for 8 times, you will do eight papers for 12.5 points each. If you are teaching a class that meets every day in the summer for 20 days, 10 reflection papers are due or one every other day.

100 points for completing all the reflection papers satisfactorily

2. Evaluations by site supervisors - The midterm and final evaluations will each count for 50 points; Due July 23 and August 7.

50 points total for the on-site supervisor evaluations

3. Observations by the university professor

The university professor will make two observations to the student's class or directorship experience. Each observation is worth 50 points. **100 points for the observations by the professor**

4. Students will do a presentation of their teaching or shadowing that will include two 10 minute video clips and an introduction to the course information or their shadowing experience. One of the video clips should be from the beginning of the semester with the second from a time after the midterm.

50 points

5. Completion of a portfolio of the semester's activities which will include all the reflections, evaluations, selected course material and internship paperwork.

50 points

Total points = 350

A = 350 - 315

B = 314.5 - 280

“C” grades are not given in the Doctoral Internship. The class must be taken over if total points fall below 280.

A grade of “F” will be given to any student that does not make the effort to meet the minimum requirements for all of the above categories.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

Special Attendance Policy Due to the Nature of this Class:

The class meetings of CNE 739 II provide the (average of) 1 ½ hours of group supervision per week needed for this internship. We will be meeting on five Wednesday evenings in June, July and August. The dates are June 4, June 18, June 25, July 9 and August 7. Class will start at 4:30 and end at 8:50 P.M. We will start and end on time. Tardiness will not be accepted without consequence. (A loss of 2 points for every 15 minute marker missed, based on the instructor's cell phone clock).

Since we will only be meeting on five occasions, absences will not be accepted without consequence. If you have one excused absence, missed class sessions in June and July may be made up by teaching a 2 hour segment of a master's level class that Dr. Bruhn arranges for you. Interns must receive supervision for that experience, and the intern will be required to show documentation of that supervision with the signature of the instructor of the course. An excused absence consists of illness with a doctor's letter or pre-approved (with Dr. Bruhn) professional activity.

An absence on the last day of class will result in a one letter reduction of the course grade.

A second absence for any reason will result in a one letter reduction of the course grade. There will be no excused absences for babysitter problems, car problems etc. Unexcused absences will cost a letter grade from that which is earned.

Interns must be at their assigned class or shadowing sites on-time. Your supervising professor cannot afford for the doctoral intern to set an example of tardiness for the master's degree students to follow. I will be following up with the professors to ensure that this requirement is followed.

Other Requirements:

Please contact your supervising professor/guidance director to ensure that you are ready to start as of June 2. For the teaching internship, that means that you should meet with the supervising professor prior to the start of class to review requirements and expectations.

My intention is to make two visits to each intern over the semester. If you have two sites, I will attempt to visit each site.

N.B. You are expected to attend each class of the course, for the whole duration of class. You will be expected to teach 1/2 of the time, i.e., lecture, discussion, experiential activities. You will also be expected to help in construction of evaluation tools, and to help with grading. For those of you assigned to CNE 676, the expectation is to provide the individual supervision to the students in that section as well as watch the sessions from the switchboard, and to lead the group supervision for 1 1/2 hours.

Reflection Paper

Student's Name _____

Date of Class: _____

Course number and title: _____

Mode of teaching during this class:

- 1.
- 2.
- 3.

Materials used:

- 1.
- 2.
- 3.

Of the above, which mode of delivery was the most successful and why?

Of the above, which mode of delivery was not successful (or not as successful as you would have liked) and why?

Of the above materials used, which worked best (you would do again) and which did not work out as planned?

What was your greatest strength during this class?

What was your greatest limitation during this class?

On a scale from 1 to 10, with one being “low” and 10 being “high”, rate yourself for this particular class . _____

Student Information

Name: _____

Home Phone: _____ **Work:** _____ **Cell:** _____

Email address: _____

Course Being taught: _____

Supervising Professor/Director _____

Contact numbers for supervising professor/director:

Home: _____ **Work:** _____ **Cell:** _____

Email address _____

Place where class is being taught or meetings are held with director:

Direction to the site:

**Evaluation for Doctoral Teaching Interns
Mid-term and Final**

Student Being Evaluated: _____

Supervising Professor: _____

Date: _____ **Class Taught** _____

What kind of relationship does the doctoral intern have with the students in the class?

How does the doctoral intern respond to what is occurring in the class?

To what extent do the intern’s teaching activities in your class help the intern meet the objectives for CNE 739?

In your opinion, is this a teacher-centered course or a student-centered course?

What are the intern’s teaching strengths as demonstrated in your class?

What are the intern’s teaching weaknesses as demonstrated in your class?

In your opinion, what do you think this intern can do to improve as a teacher?

Please answer the following on a five-point scale:

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

- _____ **1. This intern appears to have a thorough knowledge of the subject matter.**
- _____ **2. The intern made the requirements and objectives of the course clear.**
- _____ **3. The intern presented material in a clear and logical manner.**
- _____ **4. The intern kept lectures and class discussion focused on the subject and the course.**
- _____ **5. The intern seemed well prepared for this course.**
- _____ **6. The intern was available for student conferences, supportive “counseling” and “wayside learning”.**
- _____ **7. The instructor was concerned with whether or not the students learned the material.**
- _____ **8. The intern’s grading system was fair.**
- _____ **9. The exams or quizzes constructed by the intern were fair.**
- _____ **10. Overall, I would rate the value of this class to the students as (5 Very High, 4 High, 3 Neutral, 2 Low, 1 Very Low)**

Student’s Signature

Supervising Professor’s Signature

**Evaluation for Doctoral Internship Shadowing a Director of Counseling and Guidance
Mid-term and Final**

Student being evaluated: _____
Supervising Director of Counseling and Guidance: _____
Date: _____ **School District:** _____

What kind of relationship does the doctoral intern develop with personnel she comes in contact with while shadowing the Director of Counseling and Guidance (DCG)?

How does the doctoral intern respond to the range of situations she has dealt with in the internship?

To what extent do the activities while shadowing the DCG help the intern meet the objectives for CNE 739?

In your opinion, is the DCG shadowing experience focused on serving the needs of the leader or serving the needs of the people she leads?

What is the strongest point of this intern in the role of “shadow” of the DCG?

What is the weakest point of this intern in the role of “shadow” of the DCG?

What do you think this intern can do to improve her capacity to serve in the role of Director of Counseling and Guidance?

Please answer the following on a five-point scale:

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

- _____ 1. This intern appears to have a thorough knowledge of the role of the DCG.
- _____ 2. The intern makes her role of “shadow” clear to administrators, school counselors, teachers and staff.
- _____ 3. The intern presented reports in a clear and logical manner.
- _____ 4. The intern kept internship activities focused on the activities of the DCG.
- _____ 5. The intern seemed well prepared to meet the daily activities of the DCG.
- _____ 6. The intern was available for conferences with school counselors, administrators, teachers and staff.
- _____ 7. The intern was concerned with whether or not the activities attempted in the internship were completed.
- _____ 8. The intern’s capacity to set appropriate goals is excellent.
- _____ 9. The artifacts produced at the end of internship activities were of high quality.
- _____ 10. Overall, I would rate the value of this intern as an Assistant Director of Counseling and Guidance (5 Very High, 4 High, 3 Neutral, 2 Low, 1 Very Low)

Student’s Signature

Supervising Director’s Signature

**College Teaching Internship Agreement
CNE 739**

Intern's Name: _____

Supervising Professor: _____

Course to be taught: _____

I (intern) agree to teach this course in the same manner as a regular faculty member, including preparing lectures, quizzes, exams, and other course material. I will grade materials in a timely manner and give students immediate feedback on their performance, respond to students by email, phone and meet with them if requested. I also will meet with my supervising professor on a weekly basis.

Name: _____ **Date:** _____

I (supervising professor) agree to observe the intern in the class and provide feedback on the teaching style, materials used, responsibility to students and provide suggestions for improvement. I agree to meet weekly with the intern to supervise the teaching of the graduate class and complete the mid-term and final evaluations for this student.

Name: _____ **Date:** _____

I (university professor) agree to travel to the teaching site two times per semester and provide immediate feedback to the intern. I also agree to meet with the supervising professor during these visits and be available at any other times deemed necessary to communicate with the supervising professor. During class seminars, I will provide students with suggestions for improving their teaching styles and give them suggestions for resources.

Name: _____ **Date:** _____

Chair's Signature **Date:** _____

Dean's Signature **Date:** _____