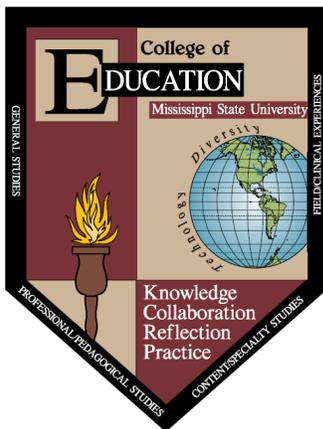


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 9750
Course Title:	Doctoral Internship
Credit Hours:	3 Semester Hours
Course Type:	Field Base and Seminar
Catalog Description:	COE 975. Doctoral Internship. (1-9) (Prerequisite: Consent of department). First supervised field experience for doctoral students.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Outcomes:

Students will:

- Develop and demonstrate the application of theory and skills of clinical supervision in their own personal style of supervision (CACREP Doc IV B.1, 2; CFPOs #4, 5, 12; InTASC 4, 5)
- Understand the major roles, responsibilities, and activities of counselor educators (CACREP Doc IV.C1; CFPO #4; InTASC 4)
- Understand ethical, legal, and multicultural issues associated with counselor preparation training (CACREP Doc IV C.3; CFPO #4; InTASC 4)
- Demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CACREP Doc IV. D3; CFPOs #4, 5, 12; InTASC 4, 5)
- Demonstrate professional writing skills necessary for journal and newsletter publication (CACREP Doc IV. F.3; CFPOs #4, 5, 12; InTASC 4, 5)
- Demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences (CACREP Doc IV. F.4; CFPOs #4, 5, 12; InTASC 4, 5)
- Understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (CACREP Doc IV. I.5; CFPO #3, 4; InTASC 4, 5)
- Demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs (CACREP Doc IV. J.1; CFPO #3, 4, 5; InTASC 4, 5)
- Demonstrate the ability to advocate for the profession and its clientele (CACREP Doc IV.J.2; CFPO #3, 4; InTASC 4, 5)

Topics Covered in Course: (45 clock hours)

- Theory and skills of clinical supervision
- Roles, responsibilities, and activities of counselor educators
- Ethical, legal, and multicultural issues in counselor education
- Professional writing skills in counseling
- Advocacy and leadership in counselor education

Required Texts:

- None required

Methods of Instruction:

Seminar discussions that include salient topics in counselor education and supervision. Reviews of recorded sessions of students and supervisors. Art activities that enhance supervision practice. Group discussion of issues that emerge in clinical cases or in clinical supervision.

Student Activities:

Field Based Experience:

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, teaching, and clinical supervision). The internship includes activities that are part of being employed as a professional in the chosen 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 internships, the student must receive weekly individual supervision. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

During the internship experience, doctoral students are required to supervise a minimum of two master's level students who are training to be counselors. They will meet with their supervisee's weekly and video/DVD tape their supervision sessions. Supervisees and supervisors must review the supervisee's session tape prior to the supervision session. Supervisors should provide appropriate feedback based on work done in the supervisee's session. Supervisors are expected to confer with their instructor supervisor during the time they are providing supervision and to discuss their impressions in the group supervision period. (CACREP Doc IV B.1, 2; C.1 & 3; D3)

Doctoral Portfolio:

Complete a literature review based on a research topic that is salient to your dissertation or other research area, or elaborate on a literature review previously developed that has potential for publication. No less than twenty references are required for the paper, which is to be completed in APA 6th style. Students will be assisted and encouraged to develop this material as a research activity. Please remember to consult with me on this paper.

Complete a proposal for a national or regional conference (SACES, ACES, MSERA, APA, AERA, ACA, etc.). The proposal may be a joint effort of the student with another student(s) and a faculty member(s). However, the student from this class must be the first presenter on such a proposal.

Complete a "*professional growth experience*" during the semester. This might be to attend a professional workshop or conference, complete a study of a specific technique with a noted professional, complete a research project, or paper based on a research activity. This "experience" be documented and turned in at the end of the semester.

Complete a "*personal growth experience*" during the semester. The experience might be to attend a personal growth workshop, attend a retreat, or other therapeutic experience. This experience must foster the personal development of the student involved. This

“experience” should be documented in the student log and turned in at the end of the semester.

If students have not done the following they should: (a) research and complete the written doctoral program of study in counseling. The student should use this opportunity to ensure that their program is complete and correct; (b) secure a five person doctoral committee that are willing to serve as the students dissertation committee and have these persons sign off on the doctoral program; (c) if appropriate secure the questions to the doctoral comprehensive examination and begin to devote time to preparing for this examination.

Students should research, organize, develop, and begin to shape their curriculum vita. All students should complete the class with a working curriculum vita.

Interview at least two professors in counseling about their experience in the profession. One should be a senior professor and the other a junior professor. An interview guide will be provided the student. The student will be asked to write a summary of the interview with a personal reaction to the interviews (CACREP Doc IV.C1)

Counseling Leadership

Interns will investigate leadership opportunities for them as graduate students in the professional organizations to which they belong (e.g. ACA, ACES, SACES, MCA, MSERA, etc). They will be asked to show evidence of their service and networking with other professionals in counseling. A brief paper summarizing their efforts in leadership will be required for completion of this assignment. (CACREP Doc IV. J.1 & 2)

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Technology:

This course does not specifically address the use of technology.

Nondiscrimination Policy/Diversity:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX

of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Component:

This course does include a field component in the form of an internship.

Evaluation of Student Progress:

<u>Assignments</u>	<u>Points</u>
Signature Assignment	400 points
Counseling Leadership	200 points
Site Evaluation	400 points
Total	1000 points

Incomplete Grades

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of "F". Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. “

Cell Phone and Technology Policy:

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Department Retention Policy:

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy:

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf