

Spring 2021

CE 690 Syllabus: Internship

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Recommended Citation

Calhoun, Anquetta V., "CE 690 Syllabus: Internship" (2021). *Counselor Education Syllabi*. 26.
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Winona State University Counselor Education Department CE 690.01.Section 000357: Internship (300/600 Clock Hours) Semester Hours: 3/6		
Course Location	Class sessions are held on Wednesday evenings from 5 – 8:00 pm on the following dates: 1/13, 1/27, 2/17, 3/3, 3/17, 4/7, 4/21 via Zoom: https://minnstate.zoom.us/j/4076192192	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Contact	eMail: anquetta.calhoun@winona.edu ; Phone: 352-474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus, Winona, MN	
Instructor Office Hours	Mondays & Tuesdays 12 - 5:00 pm, Wednesdays by appointment	

I. COURSE DESCRIPTION

This course provides a practical, field-based experience in a school or community setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an onsite supervisor. A total of six (6) credits of internship work must be completed.

Purpose of the Course: To enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. The course is designed to prepare counselors for development as independent professional counselors. The evidence provided through the quality of the course requirements, demonstration of maturity, personal insight and professional presentation as appropriate to the counseling profession, will determine the course grade.

The Counselor Education Department requires students to complete a supervised counseling internship of 600 hours--240 of those clock hours must be direct service work with appropriate clients. The remaining 360 hours provide opportunities to gain experience in the activities that a regularly employed staff member in a counseling setting would be expected to perform.

The primary intention of the counseling internship experience is to provide growing exposure and orientation to a relevant professional setting. The responsibility of supervision is shared between the university and the practicum site supervisor. The expectation of on-site practicum supervisors is to provide ongoing guidance and orientation to graduated relevant site experiences.

II. COURSE PREREQUISITES

Prerequisites: [CE 680 - Counseling Practicum \(100 clock hours\)](#) with a letter grade of B or better. Grade only.

III. COURSE OBJECTIVES

This course provides practical experience in school and community counseling for graduate students. Personal development and growth, consultation, ethical practice and assessment are also important components.

A. Student goals:

Upon completion of this course the student will:

1. Be able to critique his/her own skills and development
2. Be able to give and receive feedback in a professional manner apply counseling skills and interventions from a variety of counseling perspectives
3. Apply intervention skills with different populations, such as special needs and culturally diverse populations
4. Practice sound professional ethics
5. Demonstrate a knowledge of professional ethical codes and their application in a variety of cases
6. Apply consultation models and serve as a consultant in various situations
7. Make appropriate referrals
8. Interpret assessments in the counseling process
9. Be able to maintain case notes, summaries, and reflective assessments of the counseling process and client(s) change
10. Develop an effective personal counseling style

B. Outcome Goals of Internship Supervision

A goal of supervision is to help counselors learn to think about clients and their work with them, not to provide specific directives about particular client or events in therapy.

1. To teach counselors to develop and test hypotheses in session with the client and that all interventions are based on hypotheses about the client and the therapeutic

interaction.

2. To assist counselors in shifting from a performance laden stance ("Did I do this right?") to that of curiosity (What did I learn? Was my hypothesis confirmed or not? Do I have new information that allows me to make a new hypothesis?).
3. To prepare counselors in managing the frustration and tension associated with the ambiguity of the counseling process.
4. To facilitate the counselors' self-awareness and understanding with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self-reflection.
5. To identify and develop skills not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

C. Anticipated Performance Goals for Students

1. To demonstrate knowledge of developmental stage level of clients.
2. To demonstrate treatment planning that matches the needs of the client.
3. To provide honest feedback to themselves and their peers for increased professional awareness and development.
4. To demonstrate professional risk taking in their reflection, understanding, and application of counseling skills.
5. To demonstrate those counseling techniques congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
6. To demonstrate ethical and professional standards consistent with the ACA/ASCA ethical guidelines and the profession of counseling in the community and school settings.
7. To fulfill the requirements of the course at a level of quality consistent with advanced graduate training and the counseling profession.

D. Expectations of the Learning Process for Instructors/Supervisors and Students

All members of a learning community willingly share the responsibilities of gathering, synthesizing and building meaning from information and shared experience. The Instructor/Supervisor has the responsibility to aid in constructing meaningful learning opportunities that develop principles and process skills consistent with being a professional counselor.

The Instructor/Supervisor is committed to:

1. Giving students as much control as possible over their own learning experiences
2. Encouraging students to think critically
3. Sharing personal understanding, principles and perspectives with students
4. Directing students to a broad variety of readings, resources and experiences
5. Clarifying concepts and application of process skills
6. Helping in establishing criteria for quality work
7. Providing ongoing supervision and corrective feedback

The student's responsibility, as a counselor-in-training, is to fully engage in this course by:

1. Taking control of their learning
2. Reading and synthesizing a broad variety of resources and experiences
3. Relating information to personal experience
4. Collaborating with other class members on the issues
5. Making observations and asking questions
6. Acting professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

E. Confidentiality Guidelines

Interns must follow ACA/ASCA ethical and HIPPA/FERPA legal guidelines for client/student confidentiality in management of all confidential information including all recording of counseling practice and clinical case discussions. Client/student/family names and all specific identifiers should be altered to preserve their rights to confidentiality. Personal information shared by interns or in any learning activities should also not be discussed outside of class. Discussion of cases should occur only in context of training/supervision. Any breach in the ACA/ASCA Code of Ethics and HIPPA /FERPA legal guideline on the student's part may result in: 1) removal from the practicum/internship course, 2) a failing grade in the practicum/internship course, and 3) documentation of such behavior in the student's permanent record. In addition, each ethical board or governing agency may take an additional corrective action against such violation.

F. Dispositions Assessment

WSU Counselor Education uses the Counseling Competencies Scale (CCS) for their Dispositions Survey. The CCS assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. A link to the WSU CED Dispositions Survey will be emailed to you around midterm of each semester in the following courses: CE 534, CE

601, CE 615, CE 633, CE 660, CE 680, CE 690. You are required to complete a self-assessment of your own dispositions by completing this assessment. Simultaneously, your instructor for the courses previously listed will be completing one of you as well. Your advisor will share any concerns that show up consistently on these assessments. If you do not hear about concerns from your advisor, assume there are none.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

CED Practicum and Internship On-Site Supervisor Handbook found here:

<http://www.winona.edu/counseloreducation/practicum-and-internship.asp>

Recommended book:

American Psychological Association (APA). (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN: 978-1-4338- 3216-1

NOTE: All scholarly written work will adhere to the 7th edition of the APA publication manual formatting guidelines. If you don't already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text. Most (not all) APA publication manual instructions are available online at <https://apastyle.apa.org>

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 690 are outlined below:

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	discussion	internship	supervision	portfolio
5. COUNSELING AND HELPING RELATIONSHIPS				
5n. Processes for aiding students in developing a personal model of counseling.	X	X	X	X
7. ASSESSMENT AND TESTING				
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	X	X	X	X
7d. Procedures for identifying trauma and abuse and for reporting abuse.	X	X	X	X
7i. Use of assessments relevant to academic/educational, career, personal, and social development.	X	X	X	X
7j. Use of environmental assessments and systematic behavioral observations.	X	X	X	X

7k. Use of symptom checklists, and personality and psychological testing.	X	X	X	X
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.	X			

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	discussion	internship	supervision	portfolio
1. FOUNDATIONS				
1e. Psychological tests and assessments specific to clinical mental health counseling.		X	X	
2. CONTEXTUAL DIMENSIONS				
2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).		X	X	
2h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	X	X		
2j. Cultural factors relevant to clinical mental health counseling.	X	X	X	X
2l. Legal and ethical considerations specific to clinical mental health counseling.	X	X		
2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	X	X	X	X
3. PRACTICE				
3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.		X	X	X
3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.	X	X	X	X
3c. Strategies for interfacing with the legal system regarding court-referred clients.	X	X	X	X
3d. Strategies for interfacing with integrated behavioral health care professionals.	X	X	X	X
3e. Strategies to advocate for persons with mental health issues.	X	X	X	X

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	discussion	internship	supervision	portfolio
2. CONTEXTUAL DIMENSIONS				
2j. Qualities and styles of effective leadership in schools.	X	X	X	
2k. Community resources and referral sources.	X	X	X	X
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	X	X	X	
2n. Legal and ethical considerations specific to school counseling.	X	X	X	

3. PRACTICE	X			
3b. Design and evaluation of school counseling programs.	X	X	X	
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	X	X	X	X
3d. Interventions to promote academic development.	X	X	X	X
3e. Use of developmentally appropriate career counseling interventions and assessments.	X	X	X	X
3f. Techniques of personal/social counseling in school settings.	X	X	X	X
3g. Strategies to facilitate school and postsecondary transitions.	X	X	X	X
3h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	X	X	X	X
3i. Approaches to increase promotion and graduation rates.	X	X	X	
3j. Interventions to promote college and career readiness.	X	X	X	
3k. Strategies to promote equity in student achievement and college access.	X	X	X	X
3l. Techniques to foster collaboration and teamwork within schools.	X	X	X	X
3m. Strategies for implementing and coordinating peer intervention programs.	X	X	X	
3n. Use of accountability data to inform decision making.	X	X	X	X
3o. Use of data to advocate for programs and students.		XX	X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture/discussion
- Use of technology and media including video, film, and PowerPoint presentations
- Web-based learning
- Case presentations with instructor and peer feedback
- Case studies and responses to structured exercises
- Reflective self-evaluations

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	Due Date	Points
D	Attendance and Participation		14
	Proof of Liability Insurance		
D	Identify site; show professional contact		
A - D	Professional Learning Goals	January 27, 2021	25
A - D	Participate in 300/600 internship hours	May 5, 2021	

A - D	Formal Case Presentation & Peer Feedback	TBD	26
B & C	Arrange Site Contact/Participate in Supervision (x2)		
A5 & 9	Maintain Internship Records/Files		
A1, 5; B4, 5; C3, 4; D	Final Reflection	April 28, 2021	35
			100

A. Grading Scale

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - 0

B. Description of Assignments

1. Assignments

Attendance and Participation (14 points)

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students may miss one class due to emergency and must make up the supervision time via arrangements with the instructor. If you know you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

Show Proof of Professional Liability Insurance by January 20, 2021

Identify an Internship Counseling Site & Perform in a Professional Manner by January 20, 2021

The student is required to identify (in consultation with his/her advisor and university supervisor) an internship site for performing the counseling duties relevant to the setting (i.e. school, community).

The student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.

Professional Learning Goals (25 points)

The student will be required to identify and submit learning goals for the course. The student will do this in consultation with his/her on-site supervisor. These are due on D2L by January 27, 2021.

Participate in and Record a Minimum of 600 Hours of Internship

- 240 hours of Direct Contact (individual, couple, family and/or group counseling)
- 360 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) A weekly log is due each class. A copy of the student's final record of hours is due to the instructor by May 5, 2021.

Direct Contact hours include: direct participation in client-related volunteer activities including site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, intakes, interviews, (in person or via phone), individual or group counseling (shadowing does NOT count), and testing. Co-counseling is considered direct service.

Indirect Contact hours include: case consultation with supervisors or peers, case notes, case management, paperwork, preparation for sessions, class attendance, supervision, research on topics related to counseling the population with whom interns work, outreach, presentation or attendance at workshops/conferences.

Formal Case Presentations & Participation in Peer Supervision (2 x 13 = 26 points) Students will present two cases according to the format outlined below. Students are required to ask their peers for feedback about strengths and growth areas related to the presenter's work. The session case presentations will be uploaded to MediaSpace and the link uploaded to D2L via a Word document, along with the written case presentation at least one (1) day before students are scheduled to present in class.

Case Presentation Format:

- Select identifying information for client (Age, education, and other demographic info):
- Presenting underlying concerns
- Diagnosis (if one is present)
- Brief overview of background related to concerns (developmental, emotional, behavioral characteristics, important relationship issues, also discuss strengths)
- Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
- Interventions used

- Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions); relevant ethical issues and standards pertinent to case management.
- The student and his/her peers will provide verbal and written feedback on the presentation/work samples in class using the CED Counseling Skills Scale Tape Evaluation Form, which is located in your Practicum/Internship On-Site Supervisor Handbook. Bring multiple copies of the form for use during the formal case presentations (see COURSE SCHEDULE).

Site Visit and Engage in Individual Clinical Supervision

The student will gradually assume the duties consistent with expectations of his/her internship site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. Prior to or early in the semester, the student is required to arrange an initial meeting with him/herself, the on-site supervisor(s), and the university instructor. The intro meeting can be by Zoom or phone. This is to be set up by January 20, 2021 to take place on or before Wednesday, February 3, 2021. The on-site supervisor needs to sign an Internship Agreement Form. The end-of-semester meeting should be scheduled between April 21 – May 5, 2021. A completed on-site supervisor evaluation form needs to be submitted to Tevera by May 5, 2021.

Maintaining Personal Internship File

A copy of the ACA Ethical Codes; Liability Insurance; Professional Counseling Log of hours (weekly and final report)

Reflective Summary (35 points)

The student will submit a final summary paper (minimum of 5 pages; maximum of 10 pages) of his/her internship experience discussing goals met in internship, identifying the tasks completed at the internship site, supervision experiences, critical incidents, other final thoughts related to the internship experience, what the student learned about him/herself and evaluation of self-care. This is due on D2L by April 28, 2021 at 11:59 pm.

2. GRADING (COUNSELING COMPETENCIES/SKILLS)

Evaluation of students' clinical skills (e.g., tape transcripts) will be based on the following 5-point Scale. Each point has been defined according to the skill competencies and/or deficiencies. The instructor may also adopt other evaluation measures, which would be discussed with students.

Students will use this scale for a self-assessment of their performance when completing case presentations and evaluations of their peers' performance:

(Score = 1) Unacceptable Skill Level: One indicates the use of inappropriate or lack of skillful interventions. Examples include: inability to listen, self-disclosure, praise, advice giving, premature problem solving, judgmental/disrespectful interactions, close-

ended/binary questions, seeking reassurance from the client, etc. Relationship with client inappropriate (e.g., lack of boundaries, offensive, rejecting, judgmental, lack of empathy/understanding, social rather than therapeutic, inability to understand the client's world view, impose own world view, etc.).

(Score = 2) Poor Skill Level: Two indicates an over reliance on one or two skills (e.g., overuse of encouragers, solicits information repeatedly without using the information provided by the client, unable to focus the session, etc.). The counselor provides a low level or minimal response to the client. The counselor does not use a variety of interventions and is not able to utilize client information. There is a lack of connection in the client/counselor relationship. The trainee needs improvement in listening and communicating understanding to the client.

(Score = 3) Average Skill Level: Three indicates an ability to demonstrate the basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor is able to utilize client information. Beginning to connect with client and foster a therapeutic relationship and understanding.

(Score = 4) Good Skill Level: Four indicates an ability to demonstrate advanced counseling skills (e.g., advanced empathy, confrontation, immediacy, reflection of feeling, reflection of meaning, interpretation, metaphor, reframe, etc.). The counselor is able to use and add to client information/story. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc. Counselor is able to help the client understand her/his own story better than before they began talking.

(Score = 5) Excellent Skill Level: Five indicates an ability to consistently demonstrate all the skills, both basic and advanced, depending upon the client and the counselor/client interaction. Counselor is also able to demonstrate creativity, insight, identify patterns or themes in client behavior/thoughts, feelings, etc.

Counselor interventions and relationship with the client are therapeutic (i.e., lead to change) and contextually based. The counselor contributes consistently and profoundly to the story/interaction.

Other variables which influence grade:

- Student's ability to utilize and integrate feedback from tape reviews.
- Student's ability for self-reflection and self-critique in providing alternative interventions.

3. GRADING (COURSE)

Letter grade only: A final course grade will be determined by the student's overall performance throughout the internship experience. If for any reason a student does not

meet the criteria set forth in this syllabus/practicum course, he/she may receive a “C” or not ready grade for internship. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her internship, drop to a professional development degree, or withdraw from the CE program. The current retention policy is outlined in the student handbook.

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, cooperation with internship supervisors and course instructor, as well mature thinking, are aspects of professional leadership to be expected of students throughout the course.

4. COURSE RUBRICS

A. Attendance and Participation (14 points total)

Criteria	Excellent	Average	Fair	Poor
Individual Participation	Frequently asks questions or gives responses that indicates class engagement	Occasionally asks questions or gives responses that indicates class engagement	Rarely asks questions or gives responses that indicates class engagement.	Does not ask questions or give responses that indicates class engagement.
Group Participation	Always actively participates in small group activities.	Usually participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
Attendance	Attends every class.	Misses one class turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.
Total Score	14 - 13	12 - 11	10 - 9	8 or less

B. Internship Learning Goals (25 points)

Learning Goals (10 points)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
Number of goals	At least 5 goals are present.	At least 4 goals are present.	At least 3 goals are present.	Fewer than 3 goals are present.
Self-care inclusion	Self-care is included as a goal.	Self-care is included as a goal.	Self-care is included as a goal.	A self-care goal is not present.
Measurability and Realistic Nature	All goals are mostly measurable and realistic.	Most goals are measurable and realistic.	Fewer than half of the goals are measurable and realistic.	None of the goals are measurable or fewer than half are measurable, and goals are unrealistic.
Writing Skills (10 points)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
Spelling and Grammar	No spelling or grammatical errors.	Fewer than 5 spelling and grammar errors.	Fewer than 10 spelling and grammar errors.	10 or more spelling and grammar errors.
Sentence Structure	Complete sentences throughout.	Most sentences are complete.	Few complete sentences.	No complete sentences.
Readability	Concepts are proficiently articulated and easy to follow.	Concepts are sufficiently articulated and somewhat easy to follow.	Concepts are vaguely articulated and difficult to follow.	Concepts are not clear and are extremely difficult to follow.
Timeliness (5 points)	Excellent 5	Good 3-4	Average 2	Poor 0-1
Assignment	Turned in on time.	Turned in 2 or fewer days late.	Turned in 4 or fewer days late.	Turned in more than 4 days late.
Total Score	25-23	15-22	8-14	7 or fewer

C. Formal Case Presentations (13x2= 26 points)

Criteria (13 points)	Excellent 10	Good 8-9	Average 6-7	Poor 0-5
Interventions (5)	Excellent use of counseling skills is evident throughout tape.	Good use of counseling skills is evident throughout tape.	Satisfactory use of counseling skills is evident throughout tape.	Satisfactory use of counseling skills is not evident throughout tape.
Personal Critique (5)	Three interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated. Incomplete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present. Copy of case presentation is not included.
Peers' Critique	Excellent 3	Good 2	Average 1	Poor 0
Soliciting Peers' Critique (3)	Peers' feedback is overall extremely positive with good skill development evident and peers offer reasonable critical feedback for the developmental level of counseling student.	Peers' feedback is generally positive with good skill development evident and peers offer reasonable critical feedback for the developmental level of counseling student.	Peers' feedback is positive with some skill development evident and peers offer reasonable critical feedback for the developmental level of counseling student.	Peers' feedback is positive with little skill development evident and peers offer critical feedback indicating poor counseling technique.
Total Score	12-13	9-11	6-8	5 or fewer

D. Reflective Summary Paper (35 Points)

Summary of Experiences (20 points)	Excellent 18-20	Good 14-17	Average 8-13	Poor 0-7
Internship Goals	Goals met; changes clearly stated for future.	Goals mostly met; changes for future stated.	Goals mostly met; changes for future vaguely stated.	Goals not met. No changes stated for future.
Tasks Completed	Successes and challenges clearly stated.	Successes and challenges clearly stated.	Successes or challenges vaguely stated.	No successes or challenges stated.
Final Thoughts	Excellent synthesis of Practicum experience.	Good synthesis of Practicum experience	Fair synthesis of Practicum experience.	No synthesis of Practicum experience.
Self-Reflection	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection
Evaluation of Self- Care	Excellent strengths and weaknesses of goals stated with plan for sustainability.	Strengths and weaknesses well stated with good plan for sustainability	Strengths, weaknesses of goals vaguely stated with vague plan for sustainability.	No strengths or weaknesses of goals stated with no plan for sustainability.
Writing Skills (10)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
Writing Style	Thoughts clearly stated and well-articulated	Thoughts articulated proficiently.	Thoughts stated sufficiently.	Thoughts poorly articulated.
Grammar and Spelling	No grammatical and/or spelling errors.	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
Length of Paper	Within page limitations.			
Timeliness	Excellent	Good	Average	Poor

Assignment (5)	5	4	3	2
Assignment	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.
Total Score	30-35	29-22	10-21	9 or fewer

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your

concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,

(www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260

(www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE*

DATE	Topics & Case Presentations	Deliverables & Due Dates
1/13	Zoom Class #1 Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits & Supervision. NOTE: Site supervisor/Intern student/Instructor intro visit should be scheduled between Jan 14 – 29.	DUE 1/20/21: 1. Proof of Liability Insurance 2. Internship Agreement due to instructor 3. Student Information form due to instructor
1/27	Zoom Class #2 Formal Case Presentations/Check-ins	Internship Learning Goals due Attendance & Preparation for Class Discussion/Supervision
2/17	Zoom Class #3 Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
3/3	Zoom Class #4 Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
3/17	Zoom Class #5 Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
4/7	Zoom Class #6 Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
4/21	CAPSTONE PRESENTATIONS/No CLASS NOTE: Site supervisor/Intern student/Instructor end-of-semester visits should be scheduled between April 21 – May 7.	
4/28	Final Zoom Class #7 Formal Case Presentations/ Check-ins Reflective Summary due on D2L	Attendance & Preparation for Class Discussion/Supervision
5/5	Final report signed by site supervisor is due to instructor. Final evaluation and site supervisor visit with student, supervisor and instructor is due. Personal Practicum File Data Verification Form is due to instructor. Site Evaluation due.	Last day to submit all assignments for Spring semester completion.

*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.