

Fall 2021

## CE 690 Syllabus: Counseling Internship 300-600 hours

Dawnette Cigrand  
*Winona State University*

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)


---

### Recommended Citation

Cigrand, Dawnette, "CE 690 Syllabus: Counseling Internship 300-600 hours" (2021). *Counselor Education Syllabi*. 85.

<https://openriver.winona.edu/counseloreducationsyllabi/85>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact [klarson@winona.edu](mailto:klarson@winona.edu).

|   |  |   |
|---|--|---|
| <b>Winona State University</b><br>Counselor Education Department<br>CE 690: Counseling (300/600 Clock Hours)<br>Semester Hours: 3-6 |  |  |
| <b>Course Location</b>  | Helble Hall 343, Winona Campus   |   |
| <b>Instructor</b>   | Dawnette Cigrand, Ph.D.<br>Preferred Pronouns: <i>She, her, hers</i><br>Preferred Title: Dr. Cigrand   |   |
| <b>Instructor Phone &amp; E-Mail</b>  | 507.457.5336 (w) or 319.480.5725 (c – for emergencies only); <a href="mailto:dcigrand@winona.edu">dcigrand@winona.edu</a>  |   |
| <b>Program Website</b>  | <a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>  |   |
| <b>Instructor Office Location</b>   | Helble Hall 350  |   |
| <b>Instructor Office Hours:</b>   | Mondays and Tuesdays 11am-4pm via Zoom<br><a href="https://minnstate.zoom.us/my/cigrandwsuced">https://minnstate.zoom.us/my/cigrandwsuced</a><br>or by appointment |   |

## COURSE INSTRUCTOR INFORMATION

Dawnette Cigrand, Ph.D. is a professor and chair of the Counselor Education Department. She earned a B.A. in English and Secondary Education from Cornell College (1992), and an M.A. in School Counseling (2000), and a Ph.D. in Counselor Education (2011) from the University of Iowa. Before becoming a professor, she was a school counselor and teacher in PK-12 schools for 14 years. Her research interests include school-based mental health, school counselor development, and leadership and professional advocacy. She is former president of the Minnesota School Counselor Association, chair of the ASCA Position Statements Committee, and a member of the ACES Ethics Task Force.

## I. COURSE DESCRIPTION

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a clinical or school setting. All practicum activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance.

## II. COURSE PREREQUISITES

Prerequisites:

Successful completion of the following courses for Clinical Mental Health Counseling: [CE 601 - Foundations of Counseling](#), [CE 615 - Group Theory and Practice](#), [CE 633 - Ethical Practice and](#)

[Social Change](#), [CE 640 - Orientation to Clinical Mental Health Counseling](#), [CE 650 - Diagnosis and Psychopathology of Adults](#), CE 652 – Treatment Planning, [CE 658 - Microskills](#), and [CE 660 - Counseling Theory and Practice](#), and CE 680-Practicum.

Successful completion of the following courses for School Counseling: [CE 601 - Foundations of Counseling](#), [CE 615 - Group Theory and Practice](#), [CE 633 - Ethical Practice and Social Change](#), [CE 635 - Orientation to School Counseling](#), [CE 645 - School Counseling Practice](#), [CE 658 - Microskills](#), and [CE 660 - Counseling Theory and Practice](#). Grade only. **Note:** Students must earn a letter grade of B or better in [CE 660 - Counseling Theory and Practice](#) and in CE 680 in order to be admitted to CE 690.

### III. COURSE OBJECTIVES

This course provides practical experience in school and clinical mental health counseling for graduate students. Personal development and growth, consultation, ethical practice, multicultural social justice counseling competency development, and assessment are also important components of this course.

#### **Upon completion of this practicum the student will be able:**

1. To demonstrate knowledge of developmental stage of clients.
2. To demonstrate treatment planning and case conceptualization that matches the needs of the client.
3. To provide genuine feedback to themselves and their peers for increased professional awareness and development, as well as to demonstrate professional risk taking for the sake of that development.
4. To apply counseling skills effectively in direct service to clients, and in other venues as appropriate.
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 clinical mental health 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 in their reflection, understanding, and application.
8. To demonstrate dispositions congruent with that of an ethically practicing professional.

### IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American Counseling Association. (2014). *ACA Code of Ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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

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

Tevera Software Platform.

#### *CMHC Track*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th edition*. Arlington, VA: American Psychiatric Publishing.

#### *School Counseling Track*

American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs, fourth edition*. Alexandria, VA: Author.

Additional materials and resources posted on the related course D2L page.

## 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 680 are included.

| 2016 CACREP STANDARDS<br>CORE  | LOCATION OF EVALUATION  |  |   |  |
|--|---|--|---|--|
|  | 1. Attendance, Class Discussion & Reflective Teaming Feedback | 2. Case Presentations & Work Sample Review | 3. Instructor & site supervisor evaluations (CCS-R) | 4. Practicum Learning Goals & Reflective Summary Paper |
| <b>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>   |   |  |   |  |
| 1k. Strategies for personal and professional self-evaluation and implications for practice.                | x   | x  | x   | x  |
| 1l. Self-care strategies appropriate to the counselor role.  |   |  |   | x  |
| 1m. The role of counseling supervision in the profession.  | x   |  | x   |  |
| <b>5. COUNSELING AND HELPING RELATIONSHIPS</b>   |   |  |   |  |
| 5l. Suicide prevention models and strategies.  |   | x  |   |  |
| 5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. |   | x  |   |  |
| 5n. Processes for aiding students in developing a personal model of counseling.                            |   |  |   | x  |
| <b>7. ASSESSMENT AND TESTING</b>   |   |  |   |  |
| 7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.      |   | x  |   |  |
| 7d. Procedures for identifying trauma and abuse and for reporting abuse.                                   |   | x  |   |  |
| 7i. Use of assessments relevant to academic/educational, career, personal, and social development.         |   | x  |   |  |
| 7j. Use of environmental assessments and systematic behavioral observations.                               |   | x  |   |  |
| 7k. Use of symptom checklists, and personality and psychological testing.                                  |   | x  |   |  |
| 7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.                 |   | x  |   |  |
|  | <b>LOCATION OF EVALUATION</b>                                 |  |   |  |

| <b>2016 CACREP STANDARDS<br/>CLINICAL MENTAL HEALTH COUNSELING</b>   | <b>1.<br/>Attendance,<br/>Class<br/>Discussion &amp;<br/>Reflective<br/>Teaming<br/>Feedback</b> | <b>2. Case<br/>Presentations<br/>&amp; Work<br/>Sample<br/>Review</b> | <b>3. Instructor &amp;<br/>site supervisor<br/>evaluations<br/>(CCS-R)</b> | <b>4. Practicum<br/>Learning Goals<br/>&amp; Reflective<br/>Summary Paper</b> |
|--|--|---|--|---|
| <b>1. FOUNDATIONS</b>  |  |   |  |   |
| 1b. Theories and models related to clinical mental health counseling.  |  | x   |  |   |
| 1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.  |  | x   |  |   |
| 1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.   |  | x   |  |   |
| <b>2. CONTEXTUAL DIMENSIONS</b>  |  |   |  |   |
| 2a. Roles and settings of clinical mental health counselors.   | x  |   |  |   |
| 2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.  |  | x   |  |   |
| 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   |  |   |
| 2j. Cultural factors relevant to clinical mental health counseling.  |  | x   |  |   |
| 2k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.  | x  |   |  |   |
| 2l. Legal and ethical considerations specific to clinical mental health counseling.  |  |   | x  |   |
| 2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.  |  |   | x  |   |
| <b>3. PRACTICE</b>   |  |   |  |   |
| 3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.   |  | x   | x  |   |
| 3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.  |  | x   | x  |   |
| 3c. Strategies for interfacing with the legal system regarding court-referred clients.   |  | x   |  |   |
| 3d. Strategies for interfacing with integrated behavioral health care professionals.   |  | x   |  |   |
| 3e. Strategies to advocate for persons with mental health issues.  | x  |   |  |   |
| <b>2016 CACREP STANDARDS<br/>SCHOOL COUNSELING</b>   | <b>LOCATION OF EVALUATION</b>  |   |  |   |
|  | <b>1.<br/>Attendance,<br/>Class<br/>Discussion &amp;<br/>Reflective<br/>Teaming<br/>Feedback</b> | <b>2. Case<br/>Presentations<br/>&amp; Work<br/>Sample<br/>Review</b> | <b>3. Instructor &amp;<br/>site supervisor<br/>evaluations<br/>(CCS-R)</b> | <b>4. Practicum<br/>Learning Goals<br/>&amp; Reflective<br/>Summary Paper</b> |
| <b>2. CONTEXTUAL DIMENSIONS</b>  |  |   |  |   |
| 2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.   | x  |   |  |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 2j. Qualities and styles of effective leadership in schools.  |   | x |   |   |
| 2k. Community resources and referral sources.   | x |   |   |   |
| 2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.                 | x |   |   | x |
| 2n. Legal and ethical considerations specific to school counseling.   |   |   | x | x |
| <b>3. PRACTICE</b>  |   |   |   |   |
| 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 |   |   |
| 3d. Interventions to promote academic development.  | x | x |   |   |
| 3e. Use of developmentally appropriate career counseling interventions and assessments.   | x | x | x |   |
| 3f. Techniques of personal/social counseling in school settings.  | x | x | x |   |
| 3h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. |   | x |   |   |
| 3i. Approaches to increase promotion and graduation rates.  | x |   |   |   |
| 3j. Interventions to promote college and career readiness.  | x |   |   |   |
| 3k. Strategies to promote equity in student achievement and college access.   | x |   |   |   |
| 3l. Techniques to foster collaboration and teamwork within schools.   | x |   | x | x |
| 3m. Strategies for implementing and coordinating peer intervention programs.  | x |   |   |   |
| 3n. Use of accountability data to inform decision making.   | x |   |   | x |

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including, but not limited to:

- A. Lecture/ discussion & modeling
- B. Use of technology and media including videotapes, films, and Powerpoints
- C. Case presentations with reflective teaming (see assigned reading)
- D. Case studies and responses to structured exercises
- E. Reflective self-evaluations

## VII. COURSE EVALUATION METHODS

| <b>Deliverables/Assignments</b>                             | <b>CACREP Core</b>     | <b>CACREP CMHC</b>                         | <b>CACREP SC</b>                                       | <b>Weight** (%)</b> |
|---|------------------------|--|--|---------------------|
| 1. Attendance, Participation, Class Discussion              | 1k, 1l                 | 2a, 2k, 3e                                 | 2e, 2k, 2l, 3b, 3c, 3d, 3e, 3f, 3i, 3j, 3k, 3l, 3m, 3n | 10                  |
| 2. Practicum Learning Goals                                 | 1l, 1m, 5l, 5m         | 1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d         | 2l, 2n, 3l, 3n   | 10                  |
| 3. Case Presentations (Written & Oral)                      | 7c, 7d, 7i, 7j, 7k, 7l | 1b, 1c, 1d, 2c, 2d, 2j, 3a, 3b, 3c, 3d, 3e | 2k, 3b, 3c, 3d, 3e, 3f, 3h                             | 20                  |
| 4. Work Sample Transcripts (One for each case presentation) | 7c, 7d, 7i, 7j         | 1b, 1c, 1d, 2c, 2d, 2j, 3a, 3b, 3c, 3d, 3e | 2k, 3b, 3c, 3d, 3e, 3f, 3h                             | 10                  |

|  |                |                                    |                      |   |
|--|----------------|------------------------------------|----------------------|---|
| 5. Reflective Summary Paper  | 1l, 1m, 5l, 5m | 1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d | 2l, 2n, 3l, 3n       | 10  |
| 6. Final (1) University Supervisor and (2) Site Supervisor Evaluations using the CCS-R             | 1l, 1m         | 2n, 3c, 3e, 3f, 3l                 | 2n, 3b, 3e, 3f, 3lfa | 40<br>(20% Site Supervisor Evaluation;<br>20% University Supervisor Evaluation) |
| **NOTE: Each assignment is scored on a 100-point scale, then weighted using the percentages above. |                |                                    |                      | Total Grade out of 100%   |

## A. Description of Assignments

### 1. Attendance and Participation (10%)

Attendance and participation in classroom activities, including reflective teaming, 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. Other participation variables, which influence grade include:

- Students' ability to utilize and integrate feedback from instructor, peers, and tape reviews.
- Students' ability for self-reflection and self-critique in providing alternative interventions.

### 2. Internship Learning Goals (10%)

The practicum student will be required to identify 4-5 learning goals for the course in consultation with his/her instructor and site supervisor. The goals should be measurable with potential outcomes provided. Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

### 3. Written & Oral Case Presentations (2 x 10% = 20%)

Students will present two cases according to the format outlined below. Student's peers and instructor will provide feedback using the reflective teaming model. The written case presentations will be uploaded D2L at least 1 day before students are scheduled to present in class. See the rubric below for what to include in your written/oral case presentations.

### 4. Case Presentation Work Sample Transcriptions (2 x 5%= 10%)

To accompany each case presentation, students will present an audio/video work sample, each of which must include a written transcript of least 8 to 10 minutes of session content. The work sample transcription includes all of the following, and is submitted with the corresponding written case presentation:

- (1) A written transcription of 8 - 10 minutes of the work sample using the **Work Sample Transcription Format**, and
- (2) The written numerical rating of the students' overall performance using the **Work Sample Student Rating Scale**, both of which are described below Appendix A: *Course Rubrics*
- (3) A reflection on the session, discussing the strengths and growth areas in regard to microskills work, session facilitation, and counseling demeanor. (See CCS-R for areas assessed)

All transcriptions due the day of class, and should be uploaded to the corresponding D2L assignment folder at least one day before class. **The audio/video work sample should be uploaded to MediaSpace and shared with your instructor only.**

### 5. Reflective Summary Paper (15%)

The practicum student will submit a final summary paper of his/her practicum experience discussing goals met in practicum, identifying the tasks completed at the practicum site, supervision experiences, critical incidents, other final thoughts related to the practicum experience, what the student learned about him/herself and evaluation of self-care. Goals should show outcomes using data and discussion (e.g., Goal 1: Provide individual counseling to at least 1 adolescent between the ages of 12-18. Data: Co-led 3 sessions of individual counseling with a 16-year old client. *Then, discuss strengths and areas for growth to continue to work with this population independently.*) Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

### 6. Instructor and Site Supervisor Evaluations (2x20%=40%)

The university supervisor and the site supervisor will each submit an evaluation of the students' skills and dispositions using the *Counseling Skills Scale* (sections 1-3), which will be reviewed with the student. Signed site supervisor evaluations are due by the last week of class to the corresponding D2L assignment folder on the assigned due date (see course schedule). NO EXCEPTIONS.

## B. Grading for Course

*Letter grade only:* A final course grade will be determined by the student's overall performance throughout the practicum 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" grade or lower, suggesting the student is *not* ready for internship. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her practicum, elect to change to 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, sincere and thorough preparation, peer collaboration, cooperation with Practicum supervisors and University supervisors as well reflective practice are aspects of professional leadership and expected of students throughout the course.

### GRADING SCALE:

Outcomes for the successful completion of counseling practicum are comprised of two parts:

1. Students must receive a grade of B or better to pass the class according to the grading scale below, which is based on student deliverables 1-5 outlined above.

**A= (100-90%); B= (89-80%); C= (79-70%); D=(69% or below)**

### AND,

2. CCS scores on both the *site supervisor* and *instructor* evaluations (see Component 6 in Student Expectations) have to meet the minimum target thresholds (total target score of 186 or better) for acceptable skill and dispositional level for **both** the instructor and site supervisor evaluations to pass this course successfully. Remediation, including repeating the practicum semester or other recommendations as determined by the department, or dismissal from the program will be considered if target scores are not met.



**COURSE RUBRICS**

**1. Attendance and Participation Rubric**

| Criteria                        | Excellent  | Average   | Fair  | Poor  |
|---------------------------------|--|---|---|---|
| <b>Individual Participation</b> | Regularly engages in the course which demonstrates desire to learn and integration of program learning.  | Occasionally engages in the course which demonstrates desire to learn and integration of program learning.  | Rarely engages in the course which demonstrates desire to learn and integration of program learning.  | Does not engage in the course in ways that demonstrates desire to learn and integration of program learning.  |
| <b>Reflective Teaming</b>       | Regularly responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format. | Occasionally responds with questions, extending or complimenting the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format.        | Rarely responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format, or provides feedback that does not align to the case. | Does not add to the case conceptualization of the presenter or does not use Reflective Teaming format.  |
| <b>Attendance</b>               | Attends every class. Is always on time and stays until the end of class.   | Student misses one class, turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class. | Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter, OR, 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, OR Frequently comes late or leaves class early. |
| <b>Total Score</b>              | <b>100-90</b>  | <b>89-80</b>  | <b>79-70</b>  | <b>69 or less</b>   |

**2. Internship Learning Goals Rubric**

| Learning Goals (20)    | Excellent (20-18)  | Good (17-16)  | Average (15-13)  | Poor (12-0)  |
|------------------------|--|---|--|--|
| <b>Number of goals</b> | At least 5 goals are present, including a data goal and a self-care goal.          | At least 4 goals are present, including a data goal and a self-care goal.           | Only 3 goals are present, or is missing a data goal or a self-care goal.             | 2 or fewer goals are present; or does not include a data goal or a self-care goal.                 |
| <b>Self-care</b>       | Self-care goal demonstrates a solid plan for personal growth in this area.         | Self-care goal demonstrates an adequate plan for personal growth in this area.      | Self-care goal does not demonstrate a plan for personal growth in this area.         | Self-care goal is unreasonable or not related to self-care strategies.                             |
| <b>SMART</b>           | All goals are specific, measureable, achievable, & relevant with a clear timeline. | Four goals are specific, measureable, achievable, & relevant with a clear timeline. | Three goals are specific, measureable, achievable, & relevant with a clear timeline. | Two or fewer of the goals are specific, measureable, achievable, & relevant with a clear timeline. |

| <b>Writing Skills (5)</b>                       | <b>Excellent (5)</b>   | <b>Good (4)</b>   | <b>Average (3-2)</b>   | <b>Poor (1-0)</b>  |
|---|--|---|--|--|
| <b>Spelling and Grammar</b>                     | 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.  |
| <b>Sentence Structure</b>                       | No incomplete sentences and or awkwardly worded sentences.   | Few incomplete sentences and or awkwardly worded sentences. | Several incomplete sentences and or awkwardly worded sentences.  | No complete sentences.   |
| <b>Professional Writing Style and Structure</b> | Concepts are excellently articulated and easy to follow.     | Concepts are well articulated and somewhat easy to follow.  | Concepts are vaguely articulated and difficult to follow.  | Concepts are not clear and are extremely difficult to follow.  |
| <b>Professional Growth (20)</b>                 | <b>Excellent (20-18)</b>                                     | <b>Good (17-16)</b>   | <b>Average (14-12)</b>   | <b>Poor (11-0)</b>   |
| <b>Rationale</b>                                | <b>Provides clear rationale for goal.</b>                    | <b>Provides clear rationale for goal.</b>                   | <b>Rationale is either not connected to goals, or not provided for all goals. Learning occurs, and student is willing (not resistant) to try to incorporate new ways of doing, but cannot identify them without direct suggestion, or has difficulty recognizing growth areas consistent with trainee's needs.</b> | <b>Cannot identify a rationale for goals, or none is provided. Learning occurs, but student is unwilling or resistant to try to incorporate new ways of doing, and/or has difficulty recognizing growth areas consistent with trainee's needs.</b> |
| <b>Challenge</b>                                | <b>Extends learning beyond comfort zone.</b>                 | <b>Extends learning beyond comfort zone.</b>                |  |  |
| <b>Creativity</b>                               | <b>Incorporates novel experiences that impact clientele.</b> | <b>Incorporates experiences that impact clientele.</b>      |  |  |
| <b>Self-awareness</b>                           | <b>Fits with student identified growth areas.</b>            | <b>Fits with student identified growth areas.</b>           |  |  |
| <b>Timeliness (5)</b>                           | <b>Excellent (5)</b>   | <b>Good (4)</b>   | <b>Average (2)</b>   | <b>Poor (0-1)</b>  |
| <b>Assignment</b>                               | 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.   |
| <b>Total Score</b>                              | <b>50-46</b>   | <b>45-40</b>  | <b>39-29</b>   | <b>28-below</b>  |

**3. Case Presentation Rubric & Suggested Format**

**CASE PRESENTATION RUBRIC**

| <b>Oral Criteria</b>   | <b>Excellent (50-45)</b>   | <b>Good (44-40)</b>   | <b>Average (39-35)</b>   | <b>Poor (34-0)</b>   |
|--|--|---|--|--|
| <b>Client Conceptualization (20; 20-18, 17-16, 15-14, 13 and below)</b>    | Rich description 5/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors           | Rich description 4/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors                                  | Rich description 3/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors; or loose description of 4-6 factors.     | Loose description 3/6 of relevant 1) Identifying Data and 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors.    |
| <b>Treatment Plan/Intervention (20; 20-18, 17-16, 15-14, 13 and below)</b> | Identifies a clear plan that utilizes or plans to use a theory and technique with appropriate considerations for the client's issue.                             | Identifies a plan with some elements of theory and technique with appropriate considerations for the client's issue.  | Identifies a plan with some elements of theory and technique that is either not appropriate for the client, or misses significant considerations for the client's issue.                         | Cannot formulate a plan with at least one element of theory and technique and/or misses significant considerations for the client's issue.                     |
| <b>Engagement in Reflective Teaming Supervision (10; 10-9, 8, 7-6, 5)</b>  | Open to feedback from peers and supervisors; can articulate a creative oral plan to integrate feedback.  | Open to feedback from peers and supervisors; can articulate an oral plan to integrate feedback.   | Open to feedback from peers and supervisors; struggles to articulate an oral plan to integrate feedback.   | Peers' and/or supervisor feedback is not well-received or received in a defensive manner.  |
| <b>Written Criteria</b>  | <b>Excellent (50-45)</b>   | <b>Good (44-40)</b>   | <b>Average (39-35)</b>   | <b>Poor (34-0)</b>   |
| <b>Rationale for Plan (20; 20-18, 17-16, 15-14, 13 and below)</b>          | Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and research-based interventions. | Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, without consideration for a research-based intervention. | Loosely articulated rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and does not include a research-based intervention. | No rationale for treatment is given, or does not align to the problem, relevant history or conceptualization.  |
| <b>Reflective Case Discussion (20; 20-18, 17-16, 15-14, 13 and below)</b>  | Two interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.     | Two interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.                            | One interventions that can be changed; strengths and/or areas of improvement are vaguely articulated or not aligned with case. Incomplete copy of case presentation is included.                 | Interventions that can be changed are not identified; and/or strengths and/or areas of improvement are not present. Copy of case presentation is not included. |
| <b>Transcription Skill Work (10; 10-9, 8, 7-6, 5)</b>                      | Excellent use of counseling skills is evident throughout tape. All sections included in written report.  | Very good use of counseling skills is evident throughout tape.  | Good use of counseling skills is evident throughout tape.  | Good use of counseling skills is not evident throughout tape.  |
| <b>Total Score</b>   | <b>100-90</b>  | <b>89-80</b>  | <b>79-70</b>   | <b>69-0</b>  |

**CASE PRESENTATION FORMAT (Headings for Case Conceptualization Handout)**

Name: (pseudonym)

Grade Level or Age:

1. Basic identifying data (significant to case conceptualization):
2. Presenting Problem: What are the complaints, concerns, discomforts of this session?
  - a. Client's perspective
  - b. Order of importance (first, second, ...).
  - c. Precipitating circumstances
  - d. Behavioral description and recurrence (Frequency, Intensity and Duration)
3. Relevant History: Any historical information related to the concern that may be helpful.
  - a. How did your relationship with this student begin?
  - b. Familial, educational, physical, emotional, psychological, environmental, etc. :
4. Interpersonal Style:
  - a. Orientation toward others in social environment.
  - b. Interpersonal stance toward counselor, teachers, peers, others.
5. Environmental Factors:
  - a. Sources of Stress:
  - b. Sources of Support:
6. Personality Dynamics:
  - a. Cognitive Factors:
  - b. Emotional Factors:
  - c. Behavioral Factors:
7. Counselor's Conceptualization of the Problem:
  - a. Central features of the problem?
  - b. Common themes, what ties it all together?
  - c. Diagnosis (if appropriate)
8. Response to the Client: Your recommendation should be based on the conceptualization of the problem.  
What would you recommend:
  - a. As an appropriate intervention and why? Your rationale should be clear and tied to the presenting problem, relevant history, assessments, etc.
  - b. What theoretical approach and techniques are you choosing to use with this student and why?
9. Work Sample Transcription and Work Sample Student Rating

**4. Work Sample Transcription Format, Rating Criteria, & Rubric**

**WORK SAMPLE TRANSCRIPTION FORMAT**

| Statement (CO = Counselor; CL = Client)   | Skill(s)         |
|---|------------------|
| CO: Tell me what's going on.  | ENC              |
| CL: Well, I've just been admitted to grad school, and I am worried about everything.  |                  |
| CO: I was in grad school for a while, and it was really hard.   | OOPS! Disclosure |
| <i>Student reflection: I should have said this: "You sound really overwhelmed"</i>  | PS/RF            |
| CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head. |                  |
| CO: Tell me what that's like for you, being "in over your head"...  | FOC              |

**ABBREVIATIONS FOR SKILL LABELING**

| Skill Name            | Abbreviation | Skill Name            | Abbreviation |
|-----------------------|--------------|-----------------------|--------------|
| Encourager            | ENC          | Immediacy             | IM           |
| Reflection of feeling | RF           | Eliciting meaning     | EM           |
| Reflection of content | RC           | Reflection of meaning | RM           |
| Focusing              | FOC          | Caring confrontation  | CC           |
| Closed question       | CQ           | Self-disclosure       | SD           |
| Open question         | OQ           | Directive             | DIR          |
| Affirmation           | AFF          | Advice giving         | AG           |
| Summary               | SU           | Silence (purposeful)  | SI           |
| Client observations   | CO           | Paraphrasing          | PA           |

**WORK SAMPLE RUBRIC**

| Criteria                              | Excellent (45-50)   | Good (40-44)   | Developing (35-39)   | Remediation Needed (30-35)  | Unacceptable (30-0)  |
|---------------------------------------|---|--|--|---|--|
| <b>Skill Labels &amp; Rating (10)</b> | Completely accurate with less than three weak statements replaced with preferred statements.                | Completely accurate with more than three weak statements replaced with preferred statements.         | Less than three labeling errors with less than three weak statements replaced with preferred statements. | Less than five labeling errors with more than three weak statements replaced with preferred statements. | More than five labeling errors and more than three weak statements replaced with preferred statements.         |
| <b>Counseling Skills (15)</b>         | Excellent skill level demonstrated throughout transcript.   | Good skill level demonstrated throughout transcript.   | Average skill level demonstrated throughout transcript.  | Poor skill level demonstrated throughout transcript.  | Unacceptable skill level demonstrated throughout transcript.   |
| <b>Reflection (25)</b>                | Insightful identification of strengths and growth areas of microskills, session facilitation, and demeanor. | Identifies strengths and growth areas of microskills, session facilitation, and demeanor accurately. | Identifies strengths and growth areas of microskills, session facilitation, and demeanor inconsistently. | Struggles to identify strengths and or growth areas of microskills, session facilitation, and demeanor. | Reflection is not submitted, or does not address these areas: microskills, session facilitation, and demeanor. |
| <b>Total Score</b>                    | <b>25 or more</b>   | <b>18 or more</b>  | <b>16 or more</b>  | <b>14 or more</b>   | <b>0 to 18</b>   |

**WORK SAMPLE TRANSCRIPTION STUDENT RATING SCALE (select one)**

**Unacceptable Skill Level (1):** 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.).

**Poor Skill Level (2):** 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.

**Average Skill Level (3):** 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.

**Good Skill Level (4):** 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.

**Excellent Skill Level (5):** 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.

## 5. Internship Reflective Summary Paper Rubric

| Summary of Experiences (40)    | Excellent (40-36)   | Good (35-32)  | Average (31-28)  | Poor (27-0)   |
|--------------------------------|---|---|--|---|
| <b>Practicum Goals</b>         | Positives and negatives discussed; changes clearly stated for future.     | Positives or negatives discussed; changes for future vaguely stated.      | Positives or negatives cursorily discussed. No changes stated for future.        | No positives or negatives discussed, no changes stated for future.          |
| <b>Tasks Completed</b>         | Successes and challenges clearly stated for all goals.                    | Successes or challenges clearly stated for 3-4 goals.                     | Successes or challenges vaguely stated in general.                               | No successes or challenges stated.  |
| <b>Supervision Experiences</b> | Evaluation of experiences clearly stated with personal learning included. | Evaluation of experiences well stated without personal learning included. | Evaluation of experiences vaguely stated or personal learning excluded.          | Evaluation of experiences vaguely stated and no personal learning included. |
| <b>Critical Incidents</b>      | Discussed in depth with evidence of learning included.                    | Discussed in depth; evidence of learning vaguely included.                | Cursorily discussed, no learning included.                                       | No discussion of experiences, no learning included.                         |
| <b>Final Thoughts</b>          | Excellent synthesis of Practicum experience.                              | Good synthesis of Practicum experience                                    | Fair synthesis of Practicum experience.  | No synthesis of Practicum experience.                                       |
| <b>Self-Learning</b>           | Clear evidence of reflection.   | Some evidence of reflection of total experience.                          | Little evidence of reflection.   | No evidence of reflection   |
| <b>Outcomes (SMART Data)</b>   | All goals have been measured using data and are noted in paper.           | Three goals have been measured using data and are noted in paper.         | Two or one goals have been measured using data are noted in paper.               | No goals have been measured using data or are not noted in paper.           |
| <b>Writing Skills (10)</b>     | <b>Excellent<br/>10-9</b>   | <b>Good<br/>8-6</b>   | <b>Average<br/>5-3</b>   | <b>Poor<br/>2-0</b>   |
| <b>Writing Style</b>           | Thoughts well-articulated using professional style.                       | Thoughts articulated using professional style.                            | Thoughts articulated with vacillation between professional and colloquial style. | Thoughts poorly articulated or chiefly colloquial in style.                 |
| <b>Grammar and Spelling</b>    | 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.                            |
| <b>Total Score</b>             | <b>50-45</b>  | <b>45-40</b>  | <b>39-31</b>   | <b>30-0</b>   |

## 6. University, Site Supervisor, and Self Evaluations using the CCS-R

Students will be comprehensively evaluated using Counseling Competency Scale – Revised two times during the semester. At mid-term, students will complete the self-evaluation, and your university supervisor (faculty) and site supervisor will also complete the mid-term evaluation. These are formative evaluations to give you feedback on your performance, and will not be a

part of your grade for the course. At the end of the course, after your case presentation has been submitted, the university supervisor and site supervisor will again complete the CCS-R. These evaluations will be a part of your grade (see **CCS-R in Course Materials on D2L; 115 pts.**)

## 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/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260

([www.rctc.edu/counseling\\_career\\_center/](http://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**

| <b>DATE</b>       | <b>Topics of Discussion &amp; Case Presentations</b>  | <b>Due to Instructor</b>   | <b>Core/<br/>CMHC/SC</b>  |
|-------------------|---|--|---|
| <b>8.23.2021</b>  | <ul style="list-style-type: none"> <li>•Introductions, Course Planning, Syllabus Review; Practicum/Internship Handbook Review</li> <li>•Learning Goals, self-assessment</li> <li>•Discussion of Site Visits &amp; Supervisor/Supervisee Rights and Responsibilities, Forms.</li> <li>•COVID Accommodations</li> </ul>   | <ol style="list-style-type: none"> <li>1. Practicum/Internship Site Approval Form</li> <li>2. Practicum-Internship Agreement</li> <li>3. Student Information form</li> <li>4. Proof of Liability Insurance</li> <li>5. Schedule Initial Site Visit via email</li> </ol>  | 1k, 1l, 1m  |
| <b>8.30.2021</b>  | <ul style="list-style-type: none"> <li>•Counseling style and professionalism</li> <li>•Legal and Ethical Issues in Counseling</li> <li>•The First Session: Structuring, Rapport, Confidentiality, Communication, and Assessment</li> <li>•Suicide and Substance Use/Risk Screening and Assessment</li> <li>•Case Conceptualization and Treatment Planning, Record Keeping</li> <li>•Site Check-ins</li> </ul> | <ol style="list-style-type: none"> <li>1. All Site Visits Completed by Instructor; Signed Site Supervisor Handbook form</li> <li>2. Weekly Log</li> <li>3. Bring example or plan for suicide risk assessment and crisis response protocol after discussing it with your site supervisor.</li> <li>4. Internship Learning Goals due to D2L Dropbox</li> </ol> | 5l, 5m, 5n, 7c, 7d, 7i, 7j, 7k, 7l<br>/1b, 1c, 1d,<br>2k, 2l, 2m, 3a,<br>3b, 3c<br>/2e, 2l, 2n, 3h, |
| <b>9.6.2021</b>   | Course instructor is available for distance supervision   |  |   |
| <b>9.13.2021</b>  | <ul style="list-style-type: none"> <li>•Intervention Selection and Implementation;</li> <li>•Multicultural Sensitivity, Advocacy, and Competencies;</li> <li>•Program Planning</li> </ul>   | <ol style="list-style-type: none"> <li>1. Weekly Log</li> </ol>  | 2a, 2c, 2d, 2j,<br>3d, 3e<br>/2j, 2k, 3b, 3d,<br>3e, 3f, 3m,  |
| <b>9.20.2021</b>  | <ul style="list-style-type: none"> <li>•Using data in counseling</li> <li>•College and Career Readiness</li> <li>•Professional Development by Design</li> <li>•Site Check-ins</li> </ul>  | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Students bring issues or topics for learning to supervision.</li> </ol>   | -/3i, 3j, 3k, 3n  |
| <b>9.27.2021</b>  | Course instructor is available for distance supervision   |  |   |
| <b>10.4.2021</b>  | •Learn and Practice Reflective Teaming  | <ol style="list-style-type: none"> <li>1. Attendance &amp; Preparation for Class Discussion/Supervision<br/>READ: Course readings on Reflective Teaming (D2L)</li> <li>2. Weekly Log</li> </ol>  | -/3l  |
| <b>10.11.2021</b> | Course instructor is available for distance supervision   |  |   |
| 10.18.2021        | •Internship Formal Case Presentations #1  | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Tape Presentation #1 and transcription due &gt;D2L Dropboxes.</li> </ol>  | -/1b, 1c, 1d,<br>2k, 2l, 2m, 3a,<br>3b, 3c<br>/2e, 2l, 2n, 3h                                       |
| <b>10.25.2021</b> | <b>Course instructor is available for distance supervision or in-person consultations</b>   |  |   |

|   |  |  |   |
|---|--|--|---|
| 11/1/2021                                 | <ul style="list-style-type: none"> <li>•Practicum Formal Case Presentations Group A;</li> <li>•Reflective Teaming</li> </ul>   | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Tape Presentation #2 Group A and Transcription due in D2L Dropboxes</li> </ol>  | <p>-/1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c /2e, 2l, 2n, 3h</p> |
| 11/8/2021                                 | Course instructor is available for distance supervision or in-person consultations   |  |   |
| 11/15/2021                                | <ul style="list-style-type: none"> <li>•Practicum Formal Case Presentations Group B;</li> <li>•Reflective Teaming</li> </ul>   | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Tape Presentation #2 Group B and Transcription due in D2L Dropboxes</li> </ol>  | <p>-/1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c /2e, 2l, 2n, 3h</p> |
| 11/22/2021                                | Course instructor is available for distance supervision or in-person consultations   |  |   |
| 11/29/2021                                | <ul style="list-style-type: none"> <li>•Practicum Formal Case Presentations Group C;</li> <li>•Internship Formal Case Presentations (2<sup>nd</sup>)</li> <li>•Reflective Teaming</li> </ul> | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Schedule Final Site Visit (#2)</li> <li>3. Site Supervisor Evaluation due at final site visit</li> <li>4. Tape Presentation #2 and Transcription Group C due in D2L Dropboxes</li> </ol>  | <p>-/1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c/2e, 2l, 2n, 3h</p>  |
| 12/6/2021<br><br>Zoom<br>Class<br>Meeting | <ul style="list-style-type: none"> <li>•Final Class</li> <li>•Discuss: Goal Successes, Goals for Internship</li> </ul>   | <ol style="list-style-type: none"> <li>1. Weekly Log</li> <li>2. Final report signed by site supervisor is due to instructor.</li> <li>3. Personal Practicum File Data Verification Form is due to instructor.</li> <li>4. University Supervisor Evaluation due.</li> </ol> <p><b>Reflective Summary of Goals due to D2L Dropbox</b></p> | <p>1k, 1l, 1m</p>   |
|   |  | <i>No final exam for this class</i>  |   |