

Summer 2021

CE 690 Syllabus: Internship

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Winona State University Counselor Education Department CE 690: Internship (600 Clock Hours total required) Semester Hours: Variable Credit (1-6 semester hours)		
Course Location	Class sessions are on Monday evenings from 5pm to 8pm via Zoom on the following dates: May 17th, June 7th, June 14th, June 28th, July 19th, and August 2nd. The week of July 5th, you will need to set up 1-hour individual supervision times with me to accommodate the holiday. All class meetings conducted via Zoom: https://minnstate.zoom.us/my/cigrandwsuced	
Instructor	Dawnette Cigrand, Ph.D. and Preferred Pronouns: <i>She, her, hers</i> Preferred Title: Dr. Cigrand	
Instructor Phone & E-Mail	dcigrand@winona.edu ; 507.457.5336 (work) or 319.480.5725 (cell)	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 350	
Instructor Office Hours:	Summer office hours are Tuesdays from 10am-4pm or 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.

II. COURSE PREREQUISITES

Prerequisites: All courses in program of study, except the following, which may be taken concurrently: 611, 620, 621, 622, 625, 653, 695 and/or 699. Note: Students must have earned a letter grade of B or better in [CE 680 - Counseling Practicum \(150 clock hours\)](#). Grade only.

III. COURSE OBJECTIVES

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 in both individual and small group counseling sessions.
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 or 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

All Students

- 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>
- American Psychological Association (2020). *Publication Manual of the American Psychological Association, Seventh Edition*. Washington, DC: Author. **NOTE: Use APA formatting, 7th edition, for all assignments**
- Additional materials and resources posted on the related course D2L page.

CMHC Track

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

School Counseling Track

- American School Counselor Association (2016). *Ethical Standards for School Counselors*. Alexandria, VA: Author.
- American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs, 4th edition*.

Alexandria, VA: Author.

V. COURSE CONTENT AREAS

This course meets the Council for the 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 included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations	4. Internship Learning Goals & Reflective Summary Paper
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	
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		
2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations	4. Internship Learning Goals & Reflective Summary Paper

1. FOUNDATIONS				
1e. Psychological tests and assessments specific to clinical mental health counseling.			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		
2h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.		X		
2j. Cultural factors relevant to clinical mental health counseling.		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	
3. PRACTICE				
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	X	
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations	4. Internship Learning Goals & Reflective Summary Paper

2. CONTEXTUAL DIMENSIONS				
2j. Qualities and styles of effective leadership in schools.	X			X
2k. Community resources and referral sources.	X			
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	X			
2n. Legal and ethical considerations specific to school counseling.	X	X	X	X
3. PRACTICE				
3b. Design and evaluation of school counseling programs.			X	
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.			X	
3d. Interventions to promote academic development.			X	
3e. Use of developmentally appropriate career counseling interventions and assessments.		X	X	
3f. Techniques of personal/social counseling in school settings.	X	X	X	
3g. Strategies to facilitate school and postsecondary transitions.			X	
3h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	X	X		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			
3m. Strategies for implementing and coordinating peer intervention programs.				
3n. Use of accountability data to inform decision making.		X		
3o. Use of data to advocate for programs and students.		X		

VI. METHODS OF INSTRUCTION

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

- 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

Course Assignments	CACREP Standards (Core, CMHC/School)	Weight** (%)
1. Attendance, Participation, Class Discussion	See chart above	15
2. Internship Learning Goals	See chart above	10
3. Case Presentations (Written & Oral)	See chart above	20
4. Work Sample Transcripts (One for each case presentation)	See chart above	10
5. Reflective Summary Paper	See chart above	15
6. Instructor (1) and Site Supervisor (1) Evaluations	See chart above	40 (20% Site Supervisor Evaluation; 20% University Supervisor Evaluation)
**NOTE: All assignments are scored on a 100-point scale, and then weighted using the percentages above.		Potential Total 100

A. Description of Assignments

1. Attendance and Class Participation (15%)

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 internship student will be required to identify learning goals for the course (**1 goal for each semester of internship in which you are enrolled**) 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. One of these case presentations should be a sample of group counseling leadership.

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*

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 – Revised* via Tevera, 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 course assignments 1-5 outlined above.

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

AND,

2. CCS-R scores on both the *site supervisor* and *instructor* evaluations has to meet the minimum target thresholds (Part 1: Score of 48 or better; Part II: Score of 44 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 internship semester or other recommendations as determined by the department; dismissal from the program will be considered if serious issues, such as egregious ethical infractions are reported, or target scores are consistently not met after remediation attempts.

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 of Discussion & Case Presentations	Due to Instructor	Core/CMHC/SC
5/17/2021 Class Meeting	<p>Introductions, Course Planning, Syllabus Review</p> <p>Learning Goal Discussion, Discussion of Site Check-Ins</p> <p>Supervision Expectations</p> <p>Suicide and Substance Use/Risk Screening and Assessment</p> <p>Ethics in Counseling</p>	<p>1. Internship Site Approval Form</p> <p>2. Practicum-Internship Agreement</p> <p>3. Student Information form</p> <p>4. Proof of Liability Insurance</p> <p>5. Schedule Site Check Ins – completed by 6/7/2021</p> <p>6. Connect to Tevera via D2L</p>	7c, 7d/2l/2j, 2l, 2n,
5/24/2021	Course instructor is available for distance supervision or in-person consultations		Site Check-ins
5/31/2021	Course instructor is available for distance supervision or in-person consultations		Site Check-ins
6/7/2021 Class Meeting	<p>The First Session: Structuring, Rapport, Confidentiality, Communication, and Assessment; Case Conceptualization and Treatment Planning</p>	<p>Internship Learning Goals due to D2L Dropbox</p> <p>2. Weekly Log</p> <p>READ: Course readings on Reflective Teaming (D2L)</p>	7i, 7j, 7k. 7l/1e, 3a/2k, 3c, 3h, 3n, 3o
6/14/2021 Class Meeting	<p>Diagnosis Processes/School Counseling Programming; Theory/Intervention Selection and Implementation; Multicultural Sensitivity and Competencies; Advocacy</p>	2. Weekly Log	5n/2d, 2h, 2j, 3b, 3e/3b, 3d, 3e, 3f, 3g, 3i, 3j, 3k,
6/21/2021	Course instructor is available for distance supervision or in-person consultations		
6/28/2021 Class Meeting	<p>Practicum/Internship Formal Case Presentations</p> <p>Reflective Teaming</p>	<p>5. Weekly Log</p> <p>Tape Presentation #1 and Transcription due in D2L Dropbox.</p>	7i, 7j, 7k. 7l/1e, 3a/
6/28-7/4/2021	Course instructor is available for distance supervision or in-person consultations		

7/5/2021 No Class; Holiday	Schedule Individual 1-hour Supervision Sessions for this week.	5. Weekly Log	5n/2d, 2h, 2j, 3b, 3e/3b, 3d, 3e, 3f, 3g, 3i, 3j, 3k,
7/6-7/12	Dr. Cigrand traveling to ASCA Conference; available via cell phone or Zoom.		
7/19 Class Meeting	Clinical mental health counseling management, record keeping, third party reimbursement, Collaboration/consultation (legal system, integrated behavioral health care professionals, student support personnel)	5. Weekly Log	-/2m, 3c, 3d/3l, 3m
7/26			
8/2/2021 Class Meeting	Practicum/Internship Formal Case Presentations Reflective Teaming Discuss: Goal Successes, Goals for Internship/Practice	5. Weekly Log Tape Presentation #2 and Transcription due in D2L Dropboxes	7i, 7j, 7k. 7l/1e, 3a/
8/5/2021		Reflective Summary of Goals due to D2L Dropbox; Final report signed by site supervisor is due to instructor.	
		No final exam for this class	

APPENDIX A. COURSE RUBRICS

1. Attendance and Participation Rubric

Criteria	Excellent	Average	Fair	Poor
Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
Reflective Teaming	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.
Attendance	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. 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	100-90	89-80	79-70	69 or less

2. Internship Learning Goals Rubric

Learning Goals (20)	Excellent (20-18)	Good (17-16)	Average (15-13)	Poor (12-0)
Number of goals	Number of goals consistent with semester hours taken for the course, with the addition of a self-care goal.	Number of goals one fewer than semester hours taken for the course, with the addition of a self-care goal.	Number of goals two fewer than semester hours taken for the course, with the addition of a self-care goal.	Goals are not presented, or do not adequately represent opportunity for student growth.
Self-care	Self-care is included as a goal.	Self-care is included as a goal.	A self-care goal is present.	A self-care goal is not present.

SMART	All goals meet SMART Criteria: (Specific, Measurable, Attainable, Relevant, and Time-Bound).	Most goals meet SMART Criteria: (Specific, Measurable, Attainable, Relevant, and Time-Bound).	Goals meet some but not all SMART Criteria: (Specific, Measurable, Attainable, Relevant, and Time-Bound).	Goals are not written in SMART format.
Writing Skills (5)	Excellent (5)	Good (4)	Average (3-2)	Poor (1-0)
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	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.
Professional Writing Style and Paper Structure	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.
Professional Growth (20)	Excellent (20-18)	Good (17-16)	Average (14-12)	Poor (11-0)
Challenge	Extends learning beyond comfort zone.	Extends learning beyond comfort zone.	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.	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.
Creativity	Incorporates novel experiences that impact clientele.	Incorporates experiences that impact clientele.		
Self-awareness	Fits with student identified growth areas.	Fits with student identified growth areas.		
Timeliness (5)	Excellent (5)	Good (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	50-46	45-40	39-29	28-below

3. Case Presentation Rubric & Suggested Format

CASE PRESENTATION RUBRIC

Oral Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)
Client Conceptualization (20; 20-18, 17-16, 15-14, 13 and below)	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.
Treatment Plan/Intervention (20; 20-18, 17-16, 15-14, 13 and below)	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.
Utilization of Feedback in Reflective Teaming (10; 10-9, 8, 7-6, 5)	Integrates peers' feedback in constructive ways that helps to enrich the plan for the client.	Considers peers' feedback in constructive ways that helps to enrich the plan for the client.	Peers' feedback is received positively, but is not integrated or considered in case.	Peers' feedback is not well-received or received in a defensive manner.
Written Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)
Rationale for Plan (20; 20-18, 17-16, 15-14, 13 and below)	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.
Reflective Case Discussion (20; 20-18, 17-16, 15-14, 13 and below)	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.
Transcription Skill Work (10; 10-9, 8, 7-6, 5)	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.
Total Score	100-90	89-80	79-70	69-0

CASE PRESENTATION FORMAT - INDIVIDUAL (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
Psychoeducation	PE		

WORK SAMPLE RUBRIC

Criteria	Excellent (23-25)	Good (20-22)	Average (17-19)	Poor (14-16)	Unacceptable (0-13)
Skill Labels & Rating (10)	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.

Counseling Skills (15)	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.
Total Score	25 or more	18 or more	16 or more	14 or more	0 to 18

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. Group Counseling Session Presentation

Counselor Trainee's Name:

Part I. Description of the Purpose of the Group

Part II. Summarize group membership (pertinent demographic information, primary presenting issues). If varied, comment on individual goals using pseudonyms. Include baseline data when appropriate.

Part III. Description of theoretical orientation and use of techniques and/or research-based interventions as applied to this group.

Part IV. Create outline of group sessions

Session	Plan	Reflection of Group Progress
Session 1		
Session 2		
Session 3		
Session 4		

Session 5		
Session 6		
Session 7		
Session 8		
Session 9		
Session 10		
Session 11		
Session 12		

Part IV. Assessment and Evaluation of Group: Describe stage of the group, and recommended therapeutic factors, techniques, or interventions that would help the group to make progress. Describe how you intend to evaluate the group and/or your leadership of it.

6. Internship Reflective Summary Paper Rubric

Summary of Experiences (40)	Excellent (40-36)	Good (35-32)	Average (31-28)	Poor (27-0)
Practicum Goals	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.
Tasks Completed	Successes and challenges clearly stated.	Successes or challenges clearly stated.	Successes or challenges vaguely stated.	No successes or challenges stated.
Supervision Experiences	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.
Critical Incidents	Discussed in depth with learning included.	Discussed in depth; learning vaguely included.	Cursorily discussed, no learning included.	No discussion of experiences, no learning

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				included.
Final Thoughts	Excellent synthesis of Practicum experience.	Good synthesis of Practicum experience	Fair synthesis of Practicum experience.	No synthesis of Practicum experience.
Self-Learning	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection
Outcomes (Data)	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.
Writing Skills (10)	Excellent 10-9	Good 8-6	Average 5-3	Poor 2-0
Writing Style	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.
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.
Total Score	50-45	45-40	39-31	30-0