

Fall 2016

## CE 690 Syllabus: Counseling Internship

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<b>Winona State University</b> Counselor Education Department CE 690: Counseling Internship Semester Hours: 3		
<b>Course Location</b>	Class sessions are on Wednesday evenings from 5pm to 8pm on the following dates: <b>8/24/16, 9/7/16, 9/21/16, 10/5/16, 10/26/16, 11/2/16, 11/16/16, and 11/30/16</b> at the Winona Campus in Gildemeister Hall, Room 327.	
<b>Instructor</b>	Eric R. Baltrinic, Ph.D.	
<b>Instructor Phone &amp; E-Mail</b>	(330) 224-4569; EBaltrinic@winona.edu	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	Gildemeister Hall, Room 116A	
<b>Instructor Office Hours:</b>	Monday: 1:00pm—5:00pm; Wednesday: 1:00pm—5:00pm; Thursday: 3:00pm—5:00pm And by appointment	

## I. COURSE DESCRIPTION

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

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

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

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

## II. COURSE PREREQUISITES

CE 680 - Counseling Practicum with a letter grade of B or better.

### III. COURSE OBJECTIVES

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

#### A. Student goals.

*Upon completion of this course the student will:*

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

#### B. Outcome Goals of Internship Supervision

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

- To teach counselors to *develop and test hypotheses* in session with the client and that all interventions are based on hypotheses about the client and the therapeutic interaction.
- To assist counselors in *shifting* from a performance laden stance (“Did I do this right?”) to that of curiosity (What did I learn? Was my hypothesis confirmed or not? Do I have new information that allows me to make a new hypothesis?).
- To prepare counselors in *managing* the frustration and tension associated with the ambiguity of the counseling process.
- To facilitate the counselors’ *self-awareness* and understanding with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self-reflection.
- To identify and *develop skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

#### C. Anticipated Performance Goals for Students

1. To demonstrate knowledge of developmental stage level of clients.
2. To demonstrate treatment planning that matches the needs of the client.
3. To provide honest feedback to themselves and their peers for increased professional awareness and development.

4. To demonstrate professional risk taking in their reflection, understanding, and application of counseling skills.
5. To demonstrate those counseling techniques congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
6. To demonstrate ethical and professional standards consistent with the ACA/ASCA ethical guidelines and the profession of counseling in the community and school settings.
7. To fulfill the requirements of the course at a level of quality consistent with advanced graduate training and the counseling profession.

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

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

##### ***The Instructor/Supervisor is committed to:***

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

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

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

#### **E. Confidentiality Guidelines**

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

#### **F. Dispositions Assessment**

WSU Counselor Education uses the Counseling Competencies Scale (CCS) for their Dispositions Survey. The CCS assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to

support their development as effective and ethical professional counselors. A link to the WSU CED Dispositions Survey will be emailed to you around midterm of each semester in the following courses: CE 534, CE 601, CE 615, CE 633, CE 660, CE 680, CE 690. You are required to complete a self-assessment of your own dispositions by completing this assessment. Simultaneously, your instructor for the courses previously listed will be completing one of you as well. Your advisor will share any concerns that show up consistently on these assessments. If you do not hear about concerns from your advisor, assume there are none

**IV. REQUIRED TEXTS AND/OR MATERIALS**

1. American Counseling Association. (2014). American Counseling Association Code of Ethics. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. CED Practicum and Internship On-Site Supervisor Handbook found here: <http://www.winona.edu/counseloreducation/practicum-and-internship.asp>

**V. METHODS OF INSTRUCTION**

- A. Lecture/ discussion
- B. Use of technology and media including videotapes, films, and PowerPoint presentations
- C. Modeling
- D. Internet-based learning
- E. Case presentations with instructor and peer feedback
- F. Case studies and responses to structured exercises
- G. Reflective self-evaluations

**VI. COURSE CONTENT AREAS**

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling *outlined below*:

CACREP 2009 Standards	Location of evaluation for CACREP Standard			
	Lecture, group discussion	Internship goals, reflection paper	On-site/in-class supervision (live, tape review, case consultation)	Portfolio
<b>CLINICAL MENTAL HEALTH FOUNDATION</b>				
<b>A. Knowledge</b> A1. Understands the history, philosophy, and trends in clinical mental health counseling.	X	X	X	X
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X	X	X
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	X	X	X	X

A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X	X	X	X
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	X	X	X	X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.			X	
A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	X	X	X	X
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	X	X	X	
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	X	X	X	X
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.			X	
<b>B. Skills and Practices</b>				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X	X	X	X
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	X	X	X	X
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>				
<b>C. Knowledge</b>				
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	X	X	X	X
C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	X	X	X	X
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.			X	
C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	X		X	
C6. . Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.				X
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	X	X	X	X
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	X	X	X	X
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X	X	X	X

<b>D. Skills and Practices</b>				
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	X	X	X	X
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	X	X	X	X
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X	X	X	X
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	X	X	X	X
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	X	X	X	X
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X		X	X
D7. Applies current record-keeping standards related to clinical mental health counseling.	X	X	X	X
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.			X	X
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	X	X	X	X
<b>DIVERSITY AND ADVOCACY</b>				
<b>E. Knowledge</b>				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X	X	X
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	X	X	X	X
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	X	X	X	X

E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	X		X	X
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	X	X	X	X
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.			X	X
<b>F. Skills and Practices</b>				
F1. Maintains information regarding community resources to make appropriate referrals.	X		X	
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	X	X	X	X
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	X	X	X	X
<b>ASSESSMENT</b>				
<b>G. Knowledge</b>				
G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	X	X	X	X
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	X	X	X	X
G3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	X		X	
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	X		X	X
<b>H. Skills and Practices</b>				
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	X	X	X	X
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	X	X	X	X
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	X	X	X	X
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.			X	X

<b>RESEARCH AND EVALUATION</b>				
<b>I. Knowledge</b>				
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	X		X	X
I2. Knows models of program evaluation for clinical mental health programs.				X
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	X	X	X	X
<b>J. Skills and Practices</b>				
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	X	X	X	X
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.		X	X	X
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	X	X	X	X
<b>DIAGNOSIS</b>				
<b>K. Knowledge</b>				
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).		X	X	X
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.		X	X	X
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.			X	X
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	X	X	X	X
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	X		X	X
<b>L. Skills and Practices</b>				
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	X	X	X	X
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.		X	X	X
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.		X	X	X
<b>SCHOOL</b>				
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>				
<b>D. Skills and Practices</b>				
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.			X	X

<b>DIVERSITY AND ADVOCACY</b>				
<b>F. Skills and Practices</b>				
F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.		X	X	X
F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.			X	
<b>ASSESSMENT</b>				
<b>H. Skills and Practices</b>				
H4. Makes appropriate referrals to school and/or community resources.		X	X	X
<b>RESEARCH AND EVALUATION</b>				
<b>J. Skills and Practices</b>				
J1. Applies relevant research findings to inform the practice of school counseling.			X	
J3. Analyzes and uses data to enhance school counseling programs.		X	X	X
<b>ACADEMIC DEVELOPMENT</b>				
<b>L. Skills and Practices</b>				
L1. Conducts programs designed to enhance student academic development.			X	X
<b>COLLABORATION AND CONSULTATION</b>				
<b>N. Skills and Practices</b>				
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.		X	X	X
N4. Uses peer helping strategies in the school counseling program.	X		X	
N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.		X	X	X
<b>LEADERSHIP</b>				
<b>O. Knowledge</b>				
O3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.			X	X
O5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	X		X	X
<b>P. Skills and Practices</b>				
P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.			X	

**VII. COURSE EVALUATION METHODS**

#	Assignment	Related Scoring Rubric	Points Possible
1.	Attendance and Participation	1	100
2.	Show Proof of Liability Insurance		
3.	Identify site; professional conduct		
4.	Professional Learning Goals	2	25
5.	Participate in 300/600 hours of internship		
6.	Formal Case Presentation & Peer Supervision	4	2 x 25 = 50
7.	Work Sample Transcription & Summary	5	25
8 & 9	Site Visit/Engage in Supervision Maintain Internship File		

10.	Final Reflection Paper	6	50
11.	Internship Portfolio	7	50
<b>Total</b>			<b>300</b>

## A. DELIVERABLES

### 1. Attendance and Participation (100 points)

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

### 2. Show Proof of Professional Liability Insurance (Due on 8/24/16)

### 3. Identify an Internship Counseling Site & Perform in a Professional Manner

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

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

### 4. Professional Learning Goals (25 points)

The student will be required to identify and submit learning goals for the course. The student will do this in consultation with his/her on-site supervisor. These are due on D2L by 9/7/16.

### 5. Participate in and Record a Minimum of 600 Hours of Internship

- 240 hours of Direct Contact (individual, couple, family and/or group counseling)
- 360 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) A weekly log is due each class. A copy of the student's final record of hours is due to the instructor by 11/30/16.

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

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

### 6. Formal Case Presentations & Participation in Peer Supervision (2 x 25 = 50 points)

Students will present two cases according to the format outlined below. Students are required to ask their peers for feedback about strengths and growth areas related to the presenter's work. The written case presentations will be uploaded D2L at least 1 day before students are scheduled to present in class.

#### Case Presentation Format:

- ✓ Select identifying information for client (Age, education, and other demographic info):
- ✓ Presenting underlying concerns

- ✓ Diagnosis (if one is present)
- ✓ Brief overview of background related to concerns (developmental, emotional, behavioral characteristics, important relationship issues, also discuss strengths)
- ✓ Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
- ✓ Interventions used
- ✓ Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions); relevant ethical issues and standards pertinent to case management.
- ✓ The student and his/her peers will provide verbal and written feedback on the presentation/work samples in class using the ***CED Counseling Skills Scale Tape Evaluation Form***, which is located in your *Practicum/Internship On-Site Supervisor Handbook* on pp. 23-25 (see required texts/materials). Bring a multiple copies of the form for use during the formal case presentations (see COURSE SCHEDULE).

### 7. Work Sample Review/Transcription (1 x 25 = 25 points)

Students will be prepared to present one audio/video work samples along with one of their 2 formal case presentations during group supervision. Each work sample must be at least 5 to 15 minutes in length. Students are required (in addition to their written case presentations) to complete the following: (1) A *written summary* of the student's experience transcribing the work sample must also be provided along with presentation (2-3 paragraphs maximum), (2) A written transcription of at least 5 minutes of the work sample (see format below), and (3) an overall numerical rating of your performance (see **B. GRADING (COUNSELING COMPETENCIES/SKILLS below)**). All are due the day of class, and can be uploaded to D2L as well. ***The 5—15 minute segment of the audio/video file used for the transcription should be saved on a jump drive in a secure place, and be available for the instructor as needed. In short, keep it secure/confidential.*** The instructor may ask students to complete a second transcript if needed based on performance/demonstrated competence.

#### Work Sample Transcription Format

Statement	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

#### Skills and Abbreviations for Transcription

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
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
Open summary	OS	Influencing skill	IS
Closing summary	CS	Paraphrasing	PA
Client observations	CO	<i>Client Quote</i>	<i>CQ</i>

### 8. Site Visit and Engage in Individual Clinical Supervision

The student will gradually assume the duties consistent with expectations of his/her internship site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. Prior to or early in the semester, the student is required to arrange an initial meeting with him/herself, the on-site supervisor(s), and the university instructor. This meeting can be in person or by phone, depending on distance. This is to be set up if at all possible by 9/7/16. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by 9/7/16 or as soon as possible following. A completed on-site supervisor evaluation form needs to be submitted to the instructor by 11/30/16.

### 9. Maintaining Personal Internship File

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

### 10. Reflective Summary Paper (50 points)

The student will submit a final summary paper (minimum of 5 pages; maximum of 10 pages) of his/her internship experience discussing goals met in internship, identifying the tasks completed at the internship site, supervision experiences, critical incidents, other final thoughts related to the internship experience, what the student learned about him/herself and evaluation of self-care. This is due on D2L by 11/16/16 at 5pm.

### 11. Internship Portfolio (50 points)

All internship students are required to complete and present a portfolio. The portfolio can be designed via Word Press, Weebly, e-folio, or another web-based resource of your choice, or may be presented in a 3-ring binder. The portfolio must include documentation from your progress within the counselor education program and must follow the CACREP Standards for your program area. The following must be included in your portfolio:

- Generic Cover Letter
- Resume
- Personal Theory of Counseling/Theoretical Orientation/Theory of Change (2-3 double-spaced pages max)
- Evidence that you met each of the following standards for your program:

CMH Counseling	School Counseling
Foundations	Foundations
Counseling, Prevention and Intervention	Counseling, Prevention and Intervention
Diversity and Advocacy	Diversity and Advocacy
Assessment	Assessment
Research and Evaluation	Research and Evaluation
Diagnosis	Academic Development
<i>*For licensure: All the syllabi</i>	Collaboration and Consultation
	Leadership

Examples of evidence include papers, clinical documents, advocacy projects, research, video clips of Microskills work or presentations, etc. Please note: Ethical codes and legal mandates apply here! Therefore, **no identifying client information or names of clients should be used.**

## B. GRADING (COUNSELING COMPETENCIES/SKILLS)

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

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

- (Score = 1) Unacceptable Skill Level:** One indicates the use of inappropriate or lack of skillful interventions. Examples include: inability to listen, self-disclosure, praise, advice giving, premature problem solving, judgmental/disrespectful interactions, close-ended/binary questions, seeking reassurance from the client, etc. Relationship with client inappropriate (e.g., lack of boundaries, offensive, rejecting, judgmental, lack of empathy/understanding, social rather than therapeutic, inability to understand the client's world view, impose own world view, etc.).
- (Score = 2) Poor Skill Level:** Two indicates an over reliance on one or two skills (e.g., overuse of encouragers, solicits information repeatedly without using the information provided by the client, unable to focus the session, etc.). The counselor provides a low level or minimal response to the client. The counselor does not use a variety of interventions and is not able to utilize client information. There is a lack of connection in the client/counselor relationship. The trainee needs improvement in listening and communicating understanding to the client.
- (Score = 3) Average Skill Level:** Three indicates an ability to demonstrate the basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor is able to utilize client information. Beginning to connect with client and foster a therapeutic relationship and understanding.
- (Score = 4) Good Skill Level:** Four indicates an ability to demonstrate advanced counseling skills (e.g., advanced empathy, confrontation, immediacy, reflection of feeling, reflection of meaning, interpretation, metaphor, reframe, etc.). The counselor is able to use and add to client information/story. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc. Counselor is able to help the client understand her/his own story better than before they began talking.
- (Score = 5) Excellent Skill Level:** Five indicates an ability to consistently demonstrate all the skills, both basic and advanced, depending upon the client and the counselor/client interaction. Counselor is also able to demonstrate creativity, insight, identify patterns or themes in client behavior/thoughts, feelings, etc. Counselor interventions and relationship with the client are therapeutic (i.e., lead to change) and contextually based. The counselor contributes consistently and profoundly to the story/interaction.

Other variables which influence grade:

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

## C. GRADING (COURSE)

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

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

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

*Grading Scale:*

A=300-285; B= 284-269; C= 268-253; D= below 252

## D. COURSE RUBRICS

### 1. Attendance and Participation (100 points total)

Criteria	Excellent	Average	Fair	Poor
<b>Individual Participation</b>	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.
<b>Group Participation</b>	Usually actively participates in small group activities.	Reluctantly participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
<b>Attendance</b>	Attends every class. Is always on time and stays until the end of class.	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.
<b>Total Score</b>	<b>85-100</b>	<b>71-84</b>	<b>59-70</b>	<b>58 or less</b>

**2. Internship Learning Goals (25 points)**

<b>Learning Goals (10 points)</b>	<b>Excellent 9-10</b>	<b>Good 6-8</b>	<b>Average 3-5</b>	<b>Poor 0-2</b>
<b>Number of goals</b>	At least 5 goals are present.	At least 4 goals are present.	At least 3 goals are present.	Fewer than 3 goals are present.
<b>Self-care inclusion</b>	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.
<b>Measurability</b>	All goals are completely measureable.	Most goals are completely measureable.	Fewer than half of the goals are completely measureable or most are somewhat measureable.	None of the goals are completely measureable or fewer than half are somewhat measureable.
<b>Writing Skills (10 points)</b>	<b>Excellent 9-10</b>	<b>Good 6-8</b>	<b>Average 3-5</b>	<b>Poor 0-2</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>	Complete sentences throughout.	Most sentences are complete.	Few complete sentences.	No complete sentences.
<b>Readability</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>Timeliness (5 points)</b>	<b>Excellent 5</b>	<b>Good 3-4</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>25 or more</b>	<b>22 to 24</b>	<b>19 to 21</b>	<b>0 to 18</b>

**3. Formal Case Presentations (25x2= 50 points)**

<b>Criteria (20 points)</b>	<b>Excellent 18-20</b>	<b>Good 14-17</b>	<b>Average 11-13</b>	<b>Poor 0-10</b>
<b>Interventions (10)</b>	Excellent use of counseling skills is evident throughout tape.	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>Personal Critique (10)</b>	Three interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated. Incomplete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present. Copy of case presentation is not included.
<b>Peers' Critique</b>	<b>Excellent 5</b>	<b>Good 3-4</b>	<b>Average 2</b>	<b>Poor 0-1</b>
<b>Soliciting Peers' Critique (5)</b>	Peers' feedback is overall extremely positive with good skill development evident.	Peers' feedback is generally positive with good skill development evident	Peers' feedback is positive with some skill development evident.	Peers' feedback is positive with little skill development evident.
<b>Total Score</b>	<b>25 or more</b>	<b>22 to 24</b>	<b>19 to 21</b>	<b>0 to 18</b>

**4. Tape Transcript (25 points)**

<b>Criteria</b>	<b>Excellent 23-25</b>	<b>Good 20-22</b>	<b>Average 17-19</b>	<b>Poor 14-16</b>	<b>Unacceptable 0-13</b>
<b>Skill Labels (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>Micro-Skills (15)</b>	Excellent micro-skill level demonstrated throughout transcript.	Good micro-skill level demonstrated throughout transcript.	Average micro-skill level demonstrated throughout transcript.	Poor micro-skill level demonstrated throughout transcript.	Unacceptable micro-skill level demonstrated throughout transcript.
<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>

**5. Reflective Summary Paper (50 Points)**

<b>Summary of Experiences (30)</b>	<b>Excellent 28-30</b>	<b>Good 24-27</b>	<b>Average 18-23</b>	<b>Poor 0-17</b>
<b>Internship 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.	Successes or challenges clearly stated.	Successes or challenges vaguely stated.	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 learning included.	Discussed in depth; 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>Evaluation of Self-Care</b>	Strengths and weaknesses of goals excellently stated; plan for sustainability.	Strengths and weaknesses well stated; good plan for sustainability	Strengths, weaknesses of goals vaguely stated, vague plan for sustainability.	No strengths or weaknesses of goals stated; no plan for sustainability.
<b>Writing Skills (10)</b>	<b>Excellent 9-10</b>	<b>Good 6-8</b>	<b>Average 3-5</b>	<b>Poor 0-2</b>
<b>Writing Style</b>	Thoughts excellently well-articulated	Thoughts well-articulated.	Thoughts somewhat well-articulated.	Thoughts poorly articulated.
<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>Length of Paper</b>	Within page limitations.			
<b>Timeliness (10)</b>	<b>Excellent 9-10</b>	<b>Good 6-8</b>	<b>Average 3-5</b>	<b>Poor 0-2</b>
<b>Assignment</b>	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.
<b>Total Score</b>	<b>50 or more</b>	<b>44 to 49</b>	<b>36 to 43</b>	<b>0 or 35</b>

**6. Internship Portfolio (50 Points)**

<b>Criteria/ Points Possible:</b>	<b>Description</b>
<b>Excellent</b> 50-46 points	Documents completed as specified; creative presentation; all eight core areas thoroughly covered; excellent writing skills, no grammatical errors, no typographical errors.
<b>Good</b> 45-41 points	Documents completed as specified; interesting presentation; all eight core areas covered, good writing skills, no more than two grammatical errors, no more than two typographical errors.
<b>Average</b> 40-36 points	Documents incomplete; adequate presentation; most core areas covered good writing skills, more than three grammatical errors, more than three typographical errors.
<b>Poor</b> 35--below	Documents incomplete; inadequate presentation; few core areas covered; additions required more than five grammatical errors, more than five typographical errors.
<b>Total possible:</b>	<b>50 points</b>

Additional Notes:

## 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** (This schedule is subject to change in the event of extenuating circumstances)

<b>DATE</b>	<b>Topics of Discussion &amp; Case Presentations</b>	<b>Deliverables Due</b>
8/24/16*	<b>Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits &amp; Supervision.</b> <b>PLEASE NOTE:</b> Site supervisor/Student/Instructor visits need arranged as soon as possible after class begins.	<b>1. Proof of Liability Insurance</b> <b>2. Practicum-Internship Agreement due to instructor</b> <b>3. Internship Student Information form due to instructor</b>
8/31/16	Course instructor is available for distance supervision or in-person consultations	
9/7/16*	<b>The First Session: Structuring, Rapport, Confidentiality, Communication, and Assessment Ethics in Counseling</b> Informal Case Presentations/Check-ins	<b>4. Internship Learning Goals due</b> All Site Visits Completed by Instructor
9/14/16	Course instructor is available for distance supervision or in-person consultations	
9/21/16*	<b>Suicide/Risk Screening and Assessment Case Conceptualization and Treatment Planning</b> Informal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
9/28/16	Course instructor is available for distance supervision or in-person consultations	
10/5/16*	<b>Intervention Selection and Implementation Multicultural Sensitivity and Competencies</b> Informal Case Presentations/ Check -ins	Attendance & Preparation for Class Discussion/Supervision
10/12/16	Course instructor is available for distance supervision or in-person consultations	
10/19/16	<i>NCACES Conference—NO CLASS</i>	
10/26/16*	<b>Co-occurring Disorders/Special Populations</b> Formal Case Presentations with Work Samples	<b>5. Case Presentation #1 &amp; Work Sample Reviews due on D2L</b>
11/2/16*	Formal Case Presentations with Work Samples	<b>6. Case Presentation # 2 &amp; Work Sample Reviews due on D2L</b>
11/9/16	Course instructor is available for distance supervision or in-person consultations	
11/16/16*	<b>Portfolio Presentations</b> Formal Case Presentations with Work Samples	<b>7. Reflective Paper due on D2L</b>
11/23/16	<i>Thanksgiving Break—NO CLASS</i> ; Course instructor is available for distance supervision or in-person consultations	
11/30/16*	<b>Final Class, course evaluation, collection of documents</b> <b>8. Final report signed by site supervisor is due to instructor.</b> <b>9. Final evaluation and site supervisor visit with student, supervisor and instructor is due.</b> <b>10. Personal Internship File Data Verification Form is due to instructor.</b> <b>11. Site Evaluation due.</b> <b>13. Portfolio due</b>	
12/7/16	<i>Final Exams Week (5/2/16—5/5/16)</i> <i>Available for consultation/supervision</i>	No final exam for the class

\*Face-to-face class meeting/group supervision