

Spring 2016

CE 690 Syllabus: Internship

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**Winona State University
College of Education
Counselor Education Department
CE 690: Internship
Spring 2016**

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GENERAL COURSE INFORMATION

Course Information: Wednesdays, 5:00 PM to 8:00 PM, WSU-Rochester, East Hall 237

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.

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

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 Program 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.

Text:

Required:

Baird, B. N. (2014). *The internship, practicum, and field placement handbook: A guide for the helping professions, 7th Ed.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 978-0205959655, ISBN-10: 0205959652 *A previous edition is accepted.

[ACA code of ethics \(2014\)](#)

[ASCA code of ethics \(2010\)](#)

[HIPPA](#)

[FERPA](#)

Suggested:

Dingman, R. L. & Weaver, J. D. (2003). *Days in the lives of counselors.* Boston, MA: Allyn and Bacon.

Dillion, C. (2002). *Learning from Mistakes in Clinical Practice.* Cengage Learnig.

Sussman, M. B. (1995). *A perilous calling: The hazards of psychotherapy practice.* New York, NY: John Wiley & Sons, Inc.

Course Objectives:

This course provides practical experience in school and clinical mental health (CMH) counseling for graduate students. Personal development and growth, consultation, ethical practice and assessment are also important components. Upon completion of this internship 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

Outcome Goal 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.

Anticipated Performance Goals:

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

Expectations of the Learning Process:

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:

- ✦ giving students as much control as possible over their own learning experiences
- ✦ encouraging students to think critically
- ✦ sharing personal understanding, principles and perspectives with students
- ✦ directing students to a broad variety of readings, resources and experiences
- ✦ clarifying concepts and application of process skills

- ✦ helping in establishing criteria for quality work
- ✦ providing ongoing supervision and corrective feedback

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

- ✦ taking control of learning
- ✦ reading and synthesizing a broad variety of resources and experiences
- ✦ relating information to personal experience
- ✦ collaborating with other class members on the issues
- ✦ making observations and asking questions
- ✦ being professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

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.

2009 COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) STANDARDS:

This course is intended to be an applied integration of all CACREP standards; that is, the core standards as well as the CMH Counseling program standards for students completing their Mental Health Counseling internship, and the School Counseling program standards for students completing their School Counseling internship.

In internship, students will have an opportunity to demonstrate and further develop the knowledge, skills and practices delineated by the CACREP requirements of their program. These CACREP requirements can be found through this link: <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>. Demonstration of the 2009 CACREP program requirements will be documented through the Portfolio assignment.

Further, interns can use the requirements for Mental Health Counseling or School Counseling as a checklist to determine goals in the internship, evaluate if the intern is getting the broad range of opportunities necessary in internship experiences, as well as to determine if the intern has developed or needs development in specific areas.

Section III – CMH COUNSELING FOUNDATIONS

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. 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.

DIVERSITY AND ADVOCACY

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

1. 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.
2. 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.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. 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.

RESEARCH AND EVALUATION

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

1. 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.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Section III - SCHOOL COUNSELING

FOUNDATIONS

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs. 42

ACADEMIC DEVELOPMENT

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. 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.

LEADERSHIP

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

University Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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>.

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 and Diversity Office is 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>

Course Requirements and Grading:

1. Attendance and Participation:

- ✚ Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students may be required to make up the missed classes by attending another internship class in Winona at another date. **(30 points) Note:** Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult the instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the professor will provide updates about cancellations via e-mail by 4 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade but must be made up unless the class is cancelled.

2. *Submit/show proof of professional liability insurance*
3. *Identify an Internship Counseling Site and perform in a professional manner*
 - ✦ The internship 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). **Prior to or early in the semester, the student is required to arrange an initial in-person or phone meeting with him/herself, the on-site supervisor(s), and the university instructor. The initial site visit is to be completed if at all possible by 1/20/16. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by 1/27/16 for both Community/CMH Counseling and School Counseling.**
 - ✦ The internship student will perform in a professional manner adhering to ACA/HIPPA or ASCA/FERPA ethical/legal standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.
4. *Submit Professional Learning Goals*
 - ✦ The internship student will be required to identify and submit five professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor. If you have five goals from the previous practicum and/or internship, you can keep them or revise them, depending on your needs. **These are due on D2L by 1/27/16.**
5. *Submit your theory of change/theoretical orientation paper*
 - The internship student will write a theory of change/theoretical orientation paper. If you have the paper from Theories class, you can keep it or revise it for the initial paper, depending on your needs. However, You revise it as a final paper at the end of semester based on your internship experiences. **The initial paper is due on 1/27/16. The final paper is due as part of your portfolio.**
6. *Participate in and record a **minimum** of 600 hours of internship related activities at the end 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 final record of hours is due to the instructor by 5/4/16.**
 - **Direct client 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.
7. *Audio/Video tapes and Peer Supervision (in class)*
 - ✦ Students will be prepared to present a minimum of three organized and relevant audio/video cases to group supervision meetings during their internship experience. For school counseling interns, one of them will be a class lesson. Peers will provide verbal feedback on the tapes.
 - Each tape must be at least 15 minutes in length.
 - By filling out a case presentation form, the student will select at least one question regarding clinical issues such as diagnoses and interventions that they would like to address, explain clients' relevant background, and then discuss and receive feedback from peers so that the response next time would be more appropriate and effective.
 - The student will note both his or her own strengths and areas of improvement. Be mindful that it can be hard to receive feedback and stay open to new perspectives.
 - ✦ Students will provide a brief overview of the client's background information with identified concerns and defined goals. Format provided as follows:
 - Identifying information (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)
- Counselor’s concerns or questions (impasses, confusing dynamics, new interventions, personal reactions)

- ✦ Peers and instructor will provide strengths and insight into problem areas for the student counselor.
- ✦ If recording is not possible, you can substitute it with more comprehensive case presentation.

8. *Individual Clinical Supervision (on site)*

- ✦ 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 or ASCA Code of Ethics. **A completed on-site supervisor evaluation form needs to be submitted to the instructor by 5/4/16.**

9. *Maintaining Internship File:*

- ✦ A copy of professional liability insurance
- ✦ A copy of the ACA or ASCA Ethical Codes
- ✦ Professional Counseling Log of hours (weekly and final report)

10. *Submit a Final Reflection Paper:*

- ✦ The internship student will submit a final summary paper (minimum of 5 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, evaluation of self-care and future professional development goals. **This is due on D2L by 4/27/16.**

11. *Portfolio*

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
- 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, advocacy projects, research, video clips of microskill work or presentations, etc. Please note: Ethical codes and legal mandates apply here! Therefore, tapings or names of clients should not be used without written consent from the client, clearly identifying the purpose of the use of the taping, and should be thoughtfully considered as to its’ appropriateness for the sake of this assignment.

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1.	Attendance and Participation	1	30
2.	Show Proof of Liability Insurance		
3.	Identify site; professional conduct		
4.	Professional Learning Goals	2	15
5.	Participate in 300/600 hours of internship		
6.	Audio/Video Tape Evaluation	4	120 (40x3)
7.	Individual Supervision/Supervisor Evaluation	5	30
8.	Maintain Internship File		
9.	Final Reflection Paper	6	15
10.	Portfolio	7	60
Total			270

Scoring Rubrics

1. Attendance and Participation

Criteria	28-30 points	25-27 points	22-24 points	<22 points
Case Presentation participation	Regularly asks questions or makes observations that indicate reflection	Occasionally asks questions or makes observations that indicate reflection	Rarely asks questions or makes comments	Does not ask questions or make comments
Tape Feedback	Usually gives feedback on tapes both strengths and weaknesses	Occasionally gives feedback on tapes both strengths and weaknesses	Rarely gives feedback on tapes both strengths and weaknesses	Does not give feedback on tapes
Attendance	Attends class regularly; does not miss class. Is always on time and stays until the end of class	Attends class regularly; is usually on time and stays until the end of class	Misses class. Comes late and/or leaves class early occasionally	Misses class often; comes late or leaves class early frequently.
30	Total points possible			

4. Professional Learning Goals

Learning Goals	Exceptional 10-9 points	Competent 9-8 point	Unacceptable 6-0 points
▼ Number of Goals	At least 5 goals are present.	At least 4 goals are present.	Fewer than 3 goals are present.
▼ Self-care inclusion	Self-care is included as a goal.	Self-care is included as a goal.	A self-care goal is not present.
▼ Measurability	All goals are completely measureable.	Most goals are completely measureable.	None of the goals are completely measureable or fewer than half are somewhat measureable.
Writing Skills	Exceptional 5-4.5 points	Competent 4.5-4point	Unacceptable 3-0 points
▼ Spelling and Grammar	No spelling or grammatical errors.	Fewer than 5 spelling and grammar errors.	10 or more spelling and grammar errors.
▼ Sentence Structure	Complete sentences throughout.	Most sentences are complete.	No complete sentences.
▼ Readability	Concepts are excellently articulated and easy to follow.	Concepts are well articulated and somewhat easy to follow.	Concepts are not clear and are extremely difficult to follow.
Overall Score	Exceptional 13.5 or more	Competent 12 or more	Unacceptable 9-0

7. Audio/Video Tape Evaluation

Criteria	Exceptional 20-18 points	Above Average 18-16 points	Competent 16-14 points	Inadequate 14-0 points
Interventions	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.
Personal Critique	Three interventions including what can be changed; strengths and areas of improvement are clearly articulated.	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present.
Peers' Critique	Exceptional 20-18 points	Above Average 18-16 points	Competent 16-14 points	Inadequate 14-0 points
Peers' Critique	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
Overall Score	Exceptional 37 or more	Above Average 32 or more	Competent 28 or more	Inadequate 0 - 28

8. Supervisor Evaluation

Points Possible:	Description
28-30	Evaluation is in on time with phone conversation completed
26-27	Evaluation is in on time with phone conversation scheduled.
24-25	Evaluation is late or no phone conversation has been scheduled.
23 points or below	Not acceptable
30	Total points possible

10. Final Reflection Paper

Points Possible	Description
15-14 points	Clear articulation of experiences; all topics included Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation Turned in on time
13 points	Clear articulation of experiences; most topics included. Good writing skills, few errors, complete and within the approximate page limitation Turned in on time
12 points	Vague articulation of experiences; most topics included. Acceptable writing skills, few errors Needing more detail
11 points or below	Incomplete articulation of experiences. Unacceptable writing skills, several errors Needing more detail
15	Total points possible



11. Portfolio

Points Possible:	Description
60-56 points	Documents completed as specified; creative presentation; all eight core areas thoroughly covered; excellent writing skills, no grammatical errors, no typographical errors.
55-52 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.
51-47 points	Documents incomplete; adequate presentation; most core areas covered good writing skills, more than three grammatical errors, more than three typographical errors.
46-43 points	Documents incomplete; inadequate presentation; few core areas covered; additions required more than five grammatical errors, more than five typographical errors.
60	

Grade Scale

A=270-243 (90-100%)

B=242-216 (90-80%)

C=215-189 (80-70%)

D=189-162 (70-60%)

F=below 161 (<60%)



Tentative Course Outline

Date	Topic/Assignment due	Reading
1/13/16 week 1	Introduction, Syllabus, Tape/case presentation Proof of liability insurance (This can be a renewal.) Contact appointment with new site supervisors	
1/20/16 week 2	<i>No class</i>	Baird (2014) ch 1
1/27/16 week 3	Tape/case presentation #1 _____, _____, _____ Internship Student Information form Internship Learning Goals Practicum-Internship Agreement Initial theory of change/theoretical orientation paper	Baird (2014) ch 2
2/3/16 week 4	<i>No class</i>	Baird (2014) ch 3
2/10/16 week 5	Tape/case presentation #1 _____, _____, _____	Baird (2014) ch 4
2/17/16 week 6	<i>No class</i>	Baird (2014) ch 5
2/24/16 week 7	Tape/case presentation #1 & #2 _____	Baird (2014) ch 6
3/2/16 week 8	<i>No class</i>	
3/9/16 week 9	<i>Spring Break</i>	Baird (2014) ch 7
3/16/16 week 10	Tape/case presentation #2	Baird (2014) ch 8
3/23/16 week 11	<i>No class</i>	Baird (2014) ch 9
3/30/16 week 12	Tape/case presentation #2 & #3	Baird (2014) ch 10
4/6/16 week 13	<i>No class</i>	Baird (2014) ch 11
4/13/16 week 14	Tape/case presentation #3	Baird (2014) ch 12
4/20/16 week 14	<i>No class</i>	
4/27/16 week 15	Tape/case presentation #3 Portfolio/presentation Final Reflective Summary Paper (on D2L)	
5/4/16 week 16	<i>No class</i> Final evaluation by a site supervisor Final site visit with a site supervisor and a student by an instructor Final report signed by a site supervisor Site evaluation by a student Internship File Data Verification Form by a student	