

Spring 2015

CE 690 Syllabus: Internship

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Hittner, Jo, "CE 690 Syllabus: Internship" (2015). *Counselor Education Syllabi*. 203.
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Winona State University
Department of Counselor Education
CE 690: Internship
Spring 2015

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Office Hours: Tuesdays 9:00-11:00 a.m.

Wednesdays 8:00-11:00

Thursdays 9:00 a.m.-12:00 p.m.; 2:00-4:00 p.m.

Course Location: GI 325

Course Dates: Wednesdays 1/14, 1/28, 2/11, 2/25, 3/18, 4/1, 4/15, 4/29.

Times: 5:00-8:00 p.m.

Delivery: Face-to-face

Course Description: This should be copied and pasted from the graduate catalog.

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. Prerequisites: CE 680 - Counseling Practicum (150 clock hours) with a letter grade of B or better. Grade only.

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.

Required Texts and/or Materials:

There is no required text nor materials.

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. 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 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 students' responsibility, as counselors-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 their commitments and responsibilities to clients, peers, and the university and on-site supervisors.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Related Standards:

Mental Health Counseling:

Section II - Professional Identity

G. Common core curricular experiences and demonstrated knowledge required of all students in the program.

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - d. self-care strategies appropriate to the counselor role
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Helping Relationships
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - f. a general framework for understanding and practicing consultation;
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

Section III- Clinical Mental Health Counseling
Counseling, Prevention and Intervention

D. Skills and Practices

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 disorder
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

F. Skills and Practices

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Assessment

H. Skills and Practices

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.

Diagnosis

L. Skills and Practices

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.

School Counseling:

Section II - Professional Identity

G. Common core curricular experiences and demonstrated knowledge required of all students in the program.

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - d. self-care strategies appropriate to the counselor role
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Helping Relationships
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - f. a general framework for understanding and practicing consultation;
 - g. crisis intervention and suicide prevention models, including the use of

psychological first aid strategies

Counseling, Prevention and Intervention

D. Skills and Practices

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

F. Skills and Practices

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

H. Skills and Practices

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 impeded students' academic, career, and personal/social development.

Research and Evaluation

J. Skills and Practice

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.

Academic Development

L. Skills and Practice

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

N. Skills and Practice

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

P. Skills and Practices

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

Course Expectations and Requirements:

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. **(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. *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 phone meeting with him/herself, the on-site supervisor(s), and the university instructor. This is only if you have a new site supervisor other than the one(s) you had in Practicum. This is to be completed if at all possible by January 28. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by January 21**
- ✦ The internship 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. *Submit Professional Learning Goals*

- ✦ The internship student will be required to identify and submit professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor. **These are due on D2L by January 28.** An example of Internship Learning Goals is on D2L.

5. *Participate in and record a **minimum** of 600 hours of internship related activities*

- ✦ 240 hours of Direct Contact (individual and/or group counseling)
- ✦ 360 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) **A copy of the final record of hours is due to the instructor by May 8.**
 - **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. *Audio/Video tapes and Peer Supervision*

- ✚ Students will be prepared to present a minimum of three organized and relevant audio/video cases to group supervision meetings during their internship experience. Peers will provide verbal and written feedback on the tapes
 - Each tape must be at least 15 minutes in length.
 - The student will select at least three interventions that they would like to change, then discuss with peers a new response so that it would be more useful/appropriate/skilled.
 - The student will note his or her own strengths and areas of improvement.
 - The three interventions, strengths, areas of improvement and new responses will be put on D2L under the heading for each tape.
- ✚ Students will provide a brief overview of the client's background information with identified concerns and defined goals.
- ✚ Peers will provide strengths and insight into problem areas for the student counselor.
- ✚ 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)

8. *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. **A completed**

on-site supervisor evaluation form needs to be submitted to the instructor by May 8.

9. *Maintaining Internship File:*

- ✚ A copy of the ACA 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 and evaluation of self-care. Burnout **This is due on D2L by May 8.**

11. *Portfolio*

- ✚ All internship students are required to complete and present a portfolio. The portfolio can be designed via Word Press, e-folio, or another web-based resource of your choice. The portfolio must include documentation from your progress within the counselor education program and must follow the CACREP Core Areas (pp. 9-13). The following must be included in your portfolio:
 - Generic cover letter
 - Resume
 - Theory of Change/Theoretical Orientation
 - CACREP Eight Core Areas
 - Professional Orientation & Ethical Practice
 - Social & Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Helping Relationships
 - Group Work
 - Assessment
 - Research & Program Evaluation (e.g. Capstone paper, research papers, etc.) Examples of documentation include papers, advocacy projects, research, video clip of microskills, presentations, etc.

All students will be required to present their portfolio to the internship class. **These are due April 29**

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	3	120
7.	Individual Supervision/Supervisor Evaluation		
8.	Maintain Internship File		
9.	Final Reflection Paper	4	50
10.	Portfolio	5	60
Total			275

Scoring Rubrics

1. Attendance and Participation

Criteria	▽ Exceptional 10 points	▽ Above Average 9 points	▽ Competent 8 points	▽ Inadequate 0 points
▽Case Presentation Participation	Regularly asks questions and/or makes observations that indicate reflection.	Occasionally asks questions and/or makes observations that indicate reflection.	Rarely asks questions or makes comments.	Does not ask question or make comments.
▽Tape Feedback	Usually gives feedback on tapes including both strengths and weaknesses.	Usually gives feedback on tapes including either strengths or weaknesses.	Occasionally gives feedback on tapes including both strengths and weaknesses.	Occasionally gives feedback on tapes including either strengths or weaknesses.
▽Attendance	Attends class regularly; does not miss any classes. Is always on time and stays until the end of class.	Attends class regularly; misses one class, is usually on time and stays until the end of class.	Misses more than one class, occasionally comes to class late or leaves class early.	Misses class often; comes late or leaves class early frequently.
▽Overall Score	▽	▽	▽	▽

Level 4
27 or more

Level 3
24 or more

Level 2
21 or more

Level 1
0 or more

2. Professional Learning Goals

Learning Goals	Exceptional 2 points	Competent 1 point	Unacceptable 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 measurable.	Most goals are completely measurable.	None of the goals are completely measurable or fewer than half are somewhat measurable.
Writing Skills	Exceptional 2 points	Competent 1 point	Unacceptable 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.
Timeliness	Exceptional 3 points	Competent 2 points	Unacceptable 0 points
▼Timeliness	Turned in on time.	Turned in 2 or fewer days late.	Turned in 4 or more days late.
Overall Score	Exceptional 9 or more	Competent 6 or more	Unacceptable 0 or more

3. Audio/Video Tape Evaluation

Criteria	Exceptional 15 points	Above Average 13 points	Competent 10 points	Inadequate 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. Complete copy of case presentation is included	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated. Incomplete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present. Copy of case presentation is not included.
Peers' Critique	Exceptional 10 points	Above Average 9 points	Competent 8 points	Inadequate 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 34 or more	Competent 32 or more	Inadequate 0 or more

4. Final Reflection Paper

Criteria	▽ Exceptional 5 points	▽ Above Average 4 points	▽ Competent 3 points	▽ Inadequate 0 points
▼ Internship 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 included.
▼ Final Thoughts	Excellent synthesis of Internship experience.	Good synthesis of Internship experience.	Fair synthesis of Internship experience.	No synthesis of Internship experience.
▼ Self-Learning	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection.
▼ Evaluation of Self-Care	Strengths and weaknesses of goals excellently stated; plan for sustainability.	Strengths and weaknesses well stated; good plan for sustainability.	Strengths and weaknesses of goals vaguely stated, vague plan for sustainability.	No strengths or weaknesses of goals stated, no plan for sustainability.
▽ Writing Skills	▽ Excellent 4 points	▽ Above Average 3 points	▽ Competent 2 points	▽ Unacceptable 0 points
▼ Writing Style	Thoughts excellently well-articulated.	Thoughts well-articulated.	Thoughts somewhat well-articulated.	Thoughts poorly articulated.

▼Grammar and Spelling	No grammatical and/or spelling errors.	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
▼Length of Paper	Within page limitations.	Less than five pages, more than 10 pages.	Less than four pages, more than 12 pages.	Less than three pages, more than 15 pages.
▼Timeliness	Exceptional 3 points	Above Average 2 points	Competent 1 point	Unacceptable 0 points
▼Timeliness	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.
▼Overall Score	Level 4 45 or more	Level 3 35 or more	Level 2 25 or more	Level 1 0 or more

6. Portfolio

Portfolio	Exceptional 15 points	Above Average 13 points	Competent 11 points	Unacceptable 0 points
▼Appearance	Extremely creative and professional looking.	Creative and professional looking	Somewhat creative and professional looking.	Lacks creativity and is not professional looking.
▼CACREP Core Standards	All 8 CACREP standards are represented	Nearly all 8 CACREP standards are represented	Mostly all of the 8 CACREP standards are represented.	Less than half of the 8 CACREP standards are represented.
▼Thoroughness	All sections including Personal Information, Education, Professional Experiences, Writing Samples, Curriculum Vitae, Picture, Introductory comments are complete.	Nearly all sections including Personal Information, Education, Professional Experiences, Writing Samples, Curriculum Vitae, Picture, Introductory comments are complete.	Most sections including Personal Information, Education, Professional Experiences, Writing Samples, Curriculum Vitae, Picture, Introductory comments are complete.	Less than half of the sections including Personal Information, Education, Professional Experiences, Writing Samples, Curriculum Vitae, Picture, Introductory comments are complete.

Writing Skills	Exceptional 5 points	Above Average 4 points	Competent 3 points	Unacceptable 0 points
▼Writing Style	Thoughts excellent well-articulated	Thoughts well-articulated.	Thoughts somewhat well-articulated.	Thoughts poorly articulated.
▼Grammar and Spelling	No grammatical and/or spelling errors.	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
Timeliness	Exceptional 5 points	Above Average 4 points	Competent 3 points	Unacceptable 0 points
▼Timeliness	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.

Grade Scale

A=275-259 (94-100%)

B=258-239 (93-87%)

C=238-217 (86-79%)

D=216-195 (78-71%)

F=below 195 (<71%)

Due Dates:

Proof of Liability Insurance to instructor by **January 21** (I am assuming I already have it, except if you were not in Practicum last semester. Check to see if yours is current.)

Internship Student Information Form to instructor by **January 21**
Practicum -Internship Agreement signed by site supervisor to instructor by **January 21**

Internship Learning Goals on D2L by **January 28**

Onsite supervisor contact with student, supervisor and instructor by **January 28**

Portfolios by **April 29**

Final report signed by site supervisor is due to instructor by **May 8**

Final evaluation by site supervisor is due to instructor by **May 8**

Final site supervisor contact with student, supervisor and instructor by **May 8**

File Data Verification Form is due to instructor by **May 8**

Reflective Summary Paper is due on D2L by **May 8**

Evaluation by Instructor is due by **May 8**

Grading:

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 criterion set forth in this syllabus/internship course, he/she may receive a "C" or not ready grade for graduation. 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, and synthetic thinking are aspects of professional leadership and expected of students throughout the course.

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>

Tentative Course Outline

Session

1 (1/14) Introduction, Syllabus

(1/21) **Internship Student Information form due**

Practicum-Internship Agreement due

2 (1/28) Tape #1 Four students

Site Supervisor visit completed

Internship Learning Goals due

3 (2/11) Tape #1 Four students

4 (2/25) Tape #2 Four students

5 (3/18) Tape #2 Four students

6 (4/1) Tape #3 Four students

7 (4/15) Tape #3 Four students

8 (4/29) Share portfolios

Portfolios due

(5/8) No class

Final evaluation and site supervisor contact with student, supervisor
and instructor is due

Final report signed by site supervisor is due to instructor

Internship File Data Verification Form is due to instructor

Final Reflective Summary Paper is due on D2L

Final Evaluation by Instructor is due