

Spring 2015

## CE 690 Syllabus: Internship

Masa Sato  
*Winona State University*

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**Winona State University  
College of Education  
Counselor Education Department  
CE 690: Internship  
Spring 2015**

**Instructor:** Masa Sato, Assistant Professor, Ed.D., LMFT, LADC

**Office Location:** WSU-Rochester EA 209, 859 30<sup>th</sup> Ave. SE, Rochester, MN 55904

**Phone:** (507) 285-7481, Fax: (507) 285-7170

**E-mail:** [msato@winona.edu](mailto:msato@winona.edu)

**Office Hours:** Mondays, Tuesdays, & Wednesdays (Rochester), 2 to 5 PM, or by appointment

**GENERAL COURSE INFORMATION**

**Course Information:** Wednesdays, 5:00 PM to 8:00 PM, WSU-Rochester, East Hall 234

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

**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*, 7<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 978-0205959655, ISBN-10: 0205959652

**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 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 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.

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

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- School Counseling

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).

### **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/](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 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 1/23/15. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by 1/28/15 for both Community Counseling and School Counseling.**
- ✦ The internship student will perform in a professional manner adhering to ACA or ASCA 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 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 1/28/15.**

#### 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 them or revise them depending on your needs. However, I'd like you to revise it as a final paper at the end of semester based on your internship experiences. **The initial paper is due on 1/28/15. 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 copy of the final record of hours is due to the instructor by 5/6/15.**

- **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.

#### 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.

#### 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 5/6/15.**

#### 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 4/29/15.**

#### 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. 10-14). The following must be included in your portfolio:

- Generic cover letter
- Resume
- Final 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.) would include 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. **This is due 4/22/15.**

**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.

**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
<b>Total</b>			<b>270</b>

**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;	Attends class regularly; is	Misses class. Comes	Misses class

	does not miss class. Is always on time and stays until the end of class	usually on time and stays until the end of class	late and/or leaves class early occasionally	often; comes late or leaves class early frequently.
<b>30</b>	<b>Total points possible</b>			

#### 4. Professional Learning Goals

Learning Goals	Exceptional 10-9 points	Competent 9-8 point	Unacceptable 6-0 points
▼ <b>Number of Goals</b>	At least 5 goals are present.	At least 4 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 not present.
▼ <b>Measurability</b>	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 5-4.5 points	Competent 4.5-4point	Unacceptable 3-0 points
▼ <b>Spelling and Grammar</b>	No spelling or grammatical errors.	Fewer than 5 spelling and grammar errors.	10 or more spelling and grammar errors.
▼ <b>Sentence Structure</b>	Complete sentences throughout.	Most sentences are complete.	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 not clear and are extremely difficult to follow.
▼ <b>Overall Score</b>	<b>Exceptional 13.5 or more</b>	<b>Competent 12 or more</b>	<b>Unacceptable 9-0</b>

#### 7. Audio/Video Tape Evaluation

Criteria	Exceptional 20-18 points	Above Average 18-16 points	Competent 16-14 points	Inadequate 14-0 points
▼ <b>Interventions</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</b>	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
▼ <b>Peers' Critique</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>Overall Score</b>	<b>Exceptional 37 or more</b>	<b>Above Average 32 or more</b>	<b>Competent 28 or more</b>	<b>Inadequate 0 - 28</b>

### 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
<b>30</b>	Total points possible

### 10. Final Reflection Paper

<i>Points Possible</i>	<i>Description</i>
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
<b>15</b>	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.
<b>60</b>	

#### Grade Scale

A=270-243 (90-100%)  
 B=242-216 (80-90%)  
 C=215-189 (70-80%)  
 D=189-162 (60-70%)  
 F=below 161 (<60%)

### Tentative Course Outline

Date	Topic/Assignment due	Reading
1/14/15 week 1	Introduction, Syllabus Proof of liability insurance, Contact appointments with new site supervisors (for site visits)	
1/21/15 week 2	<i>No class</i> Site visits	Baird (2014) ch 1
1/28/15 week 3	Tape #1 Internship Student Information form, Practicum-Internship Agreement Professional Learning Goals, Initial theory of change/theoretical orientation paper	Baird (2014) ch 2
2/4/15 week 4	<i>No class</i>	Baird (2014) ch 3
2/11/15 week 5	Tape #1	Baird (2014) ch 4
2/18/15 week 6	<i>No class</i>	Baird (2014) ch 5
2/25/15 week 7	Tape #1, Tape #2	Baird (2014) ch 6
3/4/15 week 8	Tape #2	Baird (2014) ch 7
3/11/15 week 9	<b><i>No class – Spring Break</i></b> Midterm phone calls with site supervisors	
3/18/15 week 10	<i>No class</i>	Baird (2014) ch 8
3/25/15 week 11	Tape #2, Tape #3	Baird (2014) ch 9
4/1/15 week 12	<i>No class</i>	Baird (2014) ch 10
4/8/15 week 13	Tape #3	Baird (2014) ch 11
4/15/15 week 14	<i>No class</i>	Baird (2014) ch 12
4/22/15 week 15	Portfolio/presentation	
4/29/15 week 16	Tape #3 <i>or no class (depending on the class needs)</i> Final Reflective Summary Paper (on D2L)	
5/6/15 week 17	<b><i>No class - Finals Week</i></b> Final site visits or phone calls with site supervisors Final evaluations by site supervisors Final report signed by site supervisor Internship File Data Verification Form	