

Fall 2014

CE 690 Syllabus: Internship

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Sato, Masa, "CE 690 Syllabus: Internship" (2014). *Counselor Education Syllabi*. 239.
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**Winona State University
College of Education
Counselor Education Department
CE 690—Internship
Fall 2014**

Instructor: Masa Sato, Ed.D., LMFT, LADC

Course Information: Tuesdays, 5:00 to 8:00 PM, WSU-Rochester, East Hall 111

Office: WSU-Rochester, EA 209, 859 30th Ave. SE, Rochester, MN 55904

Office Hours: Tuesdays, Wednesdays & Thursdays (Rochester), 2:00 PM to 5:00 PM, or by appointment

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D2L Access: <https://winona.ims.mnscu.edu/>

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

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).

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, 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 (List of campus resources can be found below.)

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off you beepers and any other electronic devices that make any noise.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Winona Campus Resources:

- ✚ Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- ✚ Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (www.winona.edu/culturaldiversity/)
- ✚ Disability Services, Maxwell 314, 457-2391 (www.winona.edu/disabilityservices/)
- ✚ Counseling Center, Integrated Wellness Center 222, 457-5330 (www.winona.edu/counselingcenter/)
- ✚ Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- ✚ GLBTA Advocate, 507-457-5330
- ✚ Advising and Retention, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources:

- ✚ Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- ✚ If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- ✚ College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wellness Center 220, and they can be reached at 457-5330.

- ✦ For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- ✦ The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

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 9/9/14. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by 9/9/14 for both Community Counselors and School Counselors.**
- ✦ 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. **These are due on D2L by 9/9/14.**

5. 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 12/9/14.**
 - **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 (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. Peers will provide verbal feedback on the tapes
 - Each tape must be at least 15 minutes in length.
 - 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 12/9/14.**

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 12/9/14.**

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
 - 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 12/2/14.**

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
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 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 measureable.	Most goals are completely measureable.	None of the goals are completely measureable or fewer than half are somewhat measureable.
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

7. 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.	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 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



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

<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
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 (80-90%)
- C=215-189 (70-80%)
- D=189-162 (60-70%)
- F=below 161 (<60%)

Tentative Course Outline

<u>Date</u>	<u>Topic/Assignment due</u>	<u>Reading</u>
8/26/14 week 1	Introduction, Syllabus Proof of liability insurance Contact appointment with new site supervisors	
9/2/14 week 2	<i>No class</i>	Baird (2014) ch 1
9/9/14 week 3	Tape #1 Internship Student Information form Internship Learning Goals Practicum-Internship Agreement Initial theory of change/theoretical orientation paper	Baird (2014) ch 2
9/16/15 week 4	<i>No class</i>	Baird (2014) ch 3
9/23/14 week 5	Tape #1	Baird (2014) ch 4
9/30/14 week 6	<i>No class</i>	Baird (2014) ch 5
10/7/14 week 7	Tape #1, Tape #2	Baird (2014) ch 6
10/14/14 week 8	<i>No class</i>	Baird (2014) ch 7
10/21/14 week 9	Tape #2	Baird (2014) ch 8
10/28/14 week 10	<i>No class</i>	Baird (2014) ch 9
11/4/14 week 11	Tape #2, Tape #3	Baird (2014) ch 10
11/11/14 week 12	<i>No class</i>	Baird (2014) ch 11
11/18/14 week 13	Tape #3	Baird (2014) ch 12
11/25/14 week 14	<i>No class</i>	
12/2/14 week 15	Tape #3 Portfolio/presentation Final Reflective Summary Paper (on D2L)	
12/9/14 week 16	<i>No class</i> Final evaluation and site supervisor contact with student, supervisor and instructor Final report signed by site supervisor (to instructor) Internship File Data Verification Form (to instructor)	