

Spring 2013

CE 680 Syllabus: Counseling Practicum

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring 2013**

**CE 680 – Counseling Practicum
Wednesdays 5:00 – 8:00 p.m., Room: East Hall 234
3 credits, grade only**

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CLASS MEETING DATES

January 23
February 6
February 20
March 6
April 3
April 17
May 8

COURSE DESCRIPTION

This course provides a practical, field-based experience (minimum of 150 hours, at least 40 of which are direct service) in a school or community setting. This experience may be arranged with supervision coordinated through the instructor and an on-site supervisor. A total of three (3) credits of practicum work must be completed. Prerequisites for community counseling students: CE 601, CE 615, CE 633, CE 640, CE 650, CE 660. Prerequisites for school counseling students: CE 601, CE 615, CE 633, CE 635, CE 645, CE 658, CE 660. Grade only.

RATIONALE

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 the upcoming internship experience and 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 practicum. Forty of those clock hours must be direct service work with appropriate clients. The remaining 110 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 practicum 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. Requiring these clinical experiences prior to an internship placement serves to increase the depth of the practicum student's upcoming internship experience by linking counseling knowledge to relevant counseling experiences.

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, making appropriate referrals
- Interpret assessments in the counseling process as needed
- Be able to maintain case notes and summaries of the counseling process and client(s) change (as applicable)
- Develop an effective personal counseling style

OUTCOME GOALS OF PRACTICUM 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 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 their skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator
- To display a willingness to both struggle and grow.

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 is 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 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.

CACREP STANDARDS

Section II – Professional Identity

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

- Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - self-care strategies appropriate to the counselor role
 - professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- Social and Cultural Diversity
 - 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
 - counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- Helping Relationships
 - an orientation to wellness and prevention as desired counseling goals;
 - counselor characteristics and behaviors that influence helping processes;
 - 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.

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).

COURSE REQUIREMENTS

A. Attendance and Participation (30 points)

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. See rubric for grading requirements.

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. You will be expected to make up the class by attending another internship or practicum class for supervision purposes.

B. Show proof of professional liability insurance

C. Identify a Practicum Counseling Site and perform in a professional manner

The practicum student is required to identify (in consultation with his/her advisor and university supervisor) a practicum 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 on-site meeting with him/herself, the on-site supervisor(s), and the university supervisor. This is to be completed by January 30. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by January 30 for both Community Counselors and for School Counselors.** It is hoped that this site may work into an internship site for the subsequent semester.

The practicum 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.

D. Submit Professional Learning Goals (25 points)

The practicum 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. See rubric for requirements. **These are due on D2L by February 6.**

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

* 40 hours of Direct Contact (individual and/or group counseling)

* 110 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.**

* Participate in a minimum of ***one hour per week of individual on-site supervision*** and the equivalent of ***one and a half hours a week of scheduled university group supervision.***

- **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.

F. Audio/Video Case Presentations (2 presentations x 15 points = 30 points)

Students will be prepared to present a minimum of two organized and relevant audio/video cases to group supervision meetings during their internship experience.

- The audio/video tape must be at least 15 minutes in length, and the presentation will be similar to a clinic staffing where the group provides help and/or support to the learner presenting the case.
- Students must provide a brief overview of the client's background information with identified concerns and defined goals.
- Students are required to ask the group for strengths and insight into problem areas for the counselor. *Cases will consider relevant ethical issues and standards pertinent to case management.*
- Format provided as follows: (must be submitted to the instructor prior to presenting)
 - ◆ 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)

G. Evaluation of Clinical Skills/ Tapes 1 & 2 Reflection Papers (2 tapes x 60 points = 120 points)

Students will submit two tapes for evaluation (see rubric). Requirements include:

- Evidence of theory
- Therapeutic Presence
- Structure of the Session

Students will be required to reflect upon their skills as evidenced on tape in a paper to be submitted to the instructor. The following information should be reflected upon:

- Identify use of theory (What specific theory did you use? What specific interventions did you utilize?)
- Identify and provide a summary of a list of skills utilized on the tape. Provide statements that you made on tape that serve as evidence of the skill.
- The student will select at least three interventions that they would like to change, write 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.

H. Audio/video tapes/transcripts (15 points)

A transcript of 5 minutes of one of the counseling sessions will be included with the tape with skills used in the session. The student will select at least three interventions that they would like to change, write a new response, so that it would be more useful/appropriate/skilled. This will be put on D2L in the dropbox for transcripts.

Transcript Format:

Statement	Skill(s)
C1: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
C2: I was in grad school for awhile and it was really hard.	Ugh! I don't like this.
<i>P.S. You sound really overwhelmed.</i>	<i>PS/RF</i>
CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.	
C3: Tell me what that's like for you, being "in over your head"...	FOC

Skills and abbreviations for transcripts:

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
Reflection of feeling	RF	Eliciting meaning	EM
Reflection of content	RC	Reflection of meaning	RM
Focusing	FOC	Caring confrontation	CC
Closed question	CQ	Self-disclosure	SD
Open question	OQ	Directive	DIR
Affirmation	AFF	Advice giving	AG
Open summary	OS	Influencing skill	IS
Closing summary	CS	Paraphrasing	PA
Client observations	CO	Preferred Statement	PS

I. Individual Clinical Supervision

The student will gradually assume the duties consistent with expectations of his/her practicum site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. The student must participate in a minimum of ***one hour per week of individual on-site supervision*** and the equivalent of ***one and a half hours a week of scheduled university group supervision***.

A completed on-site supervisor evaluation form needs to be submitted to the instructor by May 8. Grades will be determined by the total number of areas evaluated by the site supervisor.

Maintain Practicum File:

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

J. Final Reflection Paper (50 points)

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. See rubric for requirements. **This is due at or near the end of Practicum.**

GRADING:

Attendance & Participation	30
Professional Learning Goals	25
Case Presentations	30
Clinical Skills/Reflections	120
Transcript	15
On-Site Supervisor Evaluation	Based on areas evaluated
Final Reflection Paper	50

GRADING SCALE:

100-93%:	A
92-86%:	B
85-79%:	C
78-72%:	D

TENTATIVE STRUCTURE OF CLASS:

5:00 – 5:45	Check-In, Pertinent Cases
5:45 – 6:25	Tape Review
6:25 – 6:40	Break
6:40 – 7:20	Tape Review
7:20 – 8:00	Tape Review

TENTATIVE COURSE SCHEDULE:

January 16	Introduction/Syllabus	
January 30	Name:	Name:
February 13	Name:	Name:
February 27	Name:	Name:
March 13	Name:	Name:
March 27	Name:	Name:
April 10	Name:	Name:
April 24	Name:	Name:
May 1	Portfolio Presentations (internship students)	

DUE DATES:

January 23	Show proof of liability insurance
January 23	Practicum Agreement Form
February 6	Professional Learning Goals
January 30	Phone meeting with site supervisor completed
At time of presentation	Tape 1 & Transcript Due
At time of presentation	Tape 2 Due
May 8	Reflection Paper Due
May 8	Final Log Summary Due
May 8	On-Site Supervisor Evaluation Form Due

Appendix A: Rubrics

1. Attendance and Participation (30 points)

Points Possible	Description
24-30 points	-Regularly asks questions or makes observations that indicate reflection -Regularly provides peer feedback -Attends class regularly (no missed classes or one with prior arrangement)
18-23 points	-Occasionally asks questions or makes observations that indicate reflections -Provides some peer feedback -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
11-17 points	-Rarely asks questions or makes comments -Does not actively provide peer feedback -Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason
0 -10 points	-Does not ask questions or make comments -Does not provide any peer feedback -Misses class often -Is often late or leaves early w/out due reason

2. Professional Learning Goals (25 points)

Learning Goals	5 points	4 points	3 points	0-2 points
Number of Goals	At least 5 goals are present	At least 4 goals are present	At least 3 goals are present	Fewer than 3 goals present
Self-Care Inclusion	Self-care is included as a goal and is reflected upon	Self-care is included as a goal and is somewhat reflected upon.	Self-care is included as a goal with little reflection.	Self-care is included as a goal/not included as a goal with no reflection.
Measurability	All goals are completely measurable.	Most goals are completely measurable.	Fewer than half of the goals are completely measurable or most are somewhat measurable.	None of the goals are completely measurable or fewer than half are somewhat measurable.
Spelling and Grammar	No spelling or grammatical errors.	Fewer than 5 spelling and grammar errors	Fewer than 10 spelling and grammar errors.	10 or more spelling and grammar errors.
Timeliness	Turned in on time.	Turned in two or fewer days late.	Turned in 4 or fewer days late.	Turned in more than 4 days late.
Total Score				

3. Case Presentation Summary (2 summaries x 15 points = 30 points possible)

	10-9 points	8 points	7 points	Below 7 points
<i>Summary (10 points)</i>	All relevant information is included in summary.	Most relevant information is included in summary.	Some relevant pieces of information missing from summary.	Requirements not met.
	5 points	4 points	3 points	Below 3
<i>Format (5 points)</i>	Case summary is professionally written and follows case summary format. Reflects the client honestly and respectfully.	Case summary is adequately written and follows case summary format. Reflects the client clearly and honestly.	Case summary is marginally written, or does not follow format. Reflection of client is unprofessional or vague.	Case summary is poorly written or unprofessional.
Total Points:				

4. Evaluation of Clinical Skills/Reflection Papers (2 tapes/reflection papers x 60 points = 120 points)

	10-8	7-5	4-3	2 and below
Demonstration of Theory (10 points)	Exemplary tape illustrating theory. Theoretical interventions reflected upon and explained in reflection paper.	Above average tape illustrating theory. Theoretical interventions reflected upon and explained in reflection paper.	Average tape illustrating theory. Theoretical interventions somewhat reflected upon with limited explanation in reflection paper.	Tape does not illustrate theory. Little to no reflection upon theory in reflection paper.
	30-23	22-15	14-7	6 and below
Therapeutic Presence (30 points)	Student demonstrates empathy, exemplary listening skills, and a variety of microskills on tape. Summary of skills accurate with evidence provided in reflection paper.	Student demonstrates empathy, good listening skills, and some microskills on tape. Summary of skills mostly accurate with evidence provided in reflection paper.	Student lacks empathy, demonstrates marginal listening skills, and few microskills on tape. Summary of skills somewhat accurate with little evidence provided in reflection paper.	Student lacks empathy, poor listening skills, and no microskills on tape. Summary of skills limited with little to no evidence provided in reflection paper.
	10-8	7-5	4-3	2 and below
Structure of Session (10 points)	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout.	Session is either too long or too short. Student maintains structure of session throughout.	Session is either too long or too short. Student does not maintain structure of session throughout.	Session is either too long or too short. Student does not maintain structure of session throughout.
	10-8	7-5	4-3	2 and below
Reflection (10 points)	Three interventions were chosen and appropriately changed. Strengths and areas of improvement identified.	Two to three interventions were chosen and changed. Strengths and areas of improvement mostly explained.	One to two interventions were chosen and changed. Limited discussion regarding strengths and areas of improvement.	No interventions were chosen and changed. No/limited discussion regarding strengths and areas of improvement.
Total Points:				

6. Transcript (15 points)

	15-13	12-10	9-7	6 and below
<i>Transcript</i>	Transcript is completed correctly, with weak statements replaced with preferred statements.	Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Transcript has several errors – with weak statements replaced with preferred statements.	Transcript has several errors – weak statements are not replaced with preferred statements.

7. Final Summary Paper (50 points)

	20-18 points	17-16 points	15-14 points	Below 14 points
Content (20 points)	All aspects of assignment addressed and discussed, and complex thinking skills utilized	Most aspects of assignment addressed and discussed, and complex skills utilized.	Some aspects of assignment missing, or lacking sufficient content.	Significant content missing from reflection on the practicum experience.
	10-9 points	8 points	7 points	Below 7
Format (10 points)	Exceptional Writing (excellent grammar, strong flow, structure, & strong synthesis of ideas).	Strong writing (excellent grammar, synthesis of ideas).	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas.
	20-18 points	17-16 points	15-14 points	Below 14 points
Depth of Understanding (20 points)	Paper clearly reflects upon the internship experience.	Paper reflects upon the internship experience.	Lack of sophistication in reflection of the internship experience.	Little to no evidence of complex thought or reflection on the internship experience.
Total Points:				

Appendix B

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.

Diversity Statement

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Electronic Device Notice:

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

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Academic Integrity:

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

Class Visitor Policy:

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy:

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentssupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Access Services (formerly Disability Services), Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (<http://www.winona.edu/tutoring/>)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (<http://www.winona.edu/mathematics/mac/>)
- Advising Services – Warrior Success Center, 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.
- If you have a disability, the *Access Services* office can document it for your professors and facilitate accommodations. 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, please visit Access Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is here 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.
- For help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library (220) or go on-line and use *TutorTrac* to schedule a session.
 - For help specifically with writing and the development of papers, the English department has a *Writing Center* that is 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.
 - For help specifically with understanding math concepts and solving math problems, the *Math Achievement Center (MAC)* is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Tau 313 and provides free tutoring for all students in math, statistics, or math education courses. The center is open Mon-Fri, and Sunday evening.
- The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.