

Fall 2012

CE 690 Syllabus: Internship

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Fall 2012**

**CE 690 – Internship
Tuesdays 5:00 – 8:00 p.m., Room: East Hall 234
3-6 credits, grade only**

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COURSE DESCRIPTION

This course provides a practical, field-based experience (minimum of 600 hours, at least 240 of which are direct service) in a school or community setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an on-site supervisor. A total of six (6) credits of internship work must be completed. Prerequisite: CE 680 – Counseling Practicum, with a letter grade of B or better. Grade only.

RATIONALE

The faculty of the Counselor Education Department regards the internship as an integral component of its community and school counseling programs. Academic and applied counseling skills are synthesized and used by approved interns on a daily basis in a community or school setting. Regular and ongoing supervision is provided by the university supervisor in cooperation with an approved site supervisor. Only those students who successfully complete CE 690- - Internship (earning a final grade of B or better) will be recommended for endorsement by the Counselor Education Department.

The principal objective of the internship is to provide an opportunity for integration of knowledge and skills in a relevant setting. Applying theory and counseling skills under competent supervision enables students to make the necessary transition from graduate school to the actual world of work. When the transition is made with adequate supervision, students gain competence and confidence in the delivery of counseling services. The reality of the internship setting provides the necessary bridge between training and professional competence.

In addition to preparing students for transition into the world of work, the internship program is beneficial to the involved agency or educational setting. Students bring to the staff an enthusiasm and willingness to learn as well as integrated counseling knowledge and skills. It is expected that Master's students in counseling will have supervised responsibilities similar to regular staff members, thereby contributing substantially to the functioning of the particular counseling setting.

The basic assumption underlying all internship arrangements is that the primary focus of each setting is the welfare of its clients. The Winona State University Counselor Education Department requires that all intern activities are conducted within the context of responsibility for client welfare and the ACA Ethical guidelines for professional counseling practice.

Counselor Education Department faculty cooperates in the internship with agencies and educational institutions in the community. The faculty is committed to an ongoing evaluation for improving the internship experience for counselor-trainees and the participating internship sites.

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 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 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. Successful internship students will actively engage the provision of services and the supervision process, both of which can be difficult. The supervisor/supervisee relationship involves an environment of critique. Students must be open to constructive critique of their counseling skills. Students must be open to observing and conceptualizing their work in new ways, evaluating and reevaluating their attitudes, beliefs, and behaviors and be committed to working through difficulties with the assistance of the supervisor and peers.

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 STUDENTS

The Counselor Education Department requires that each student document at least 600 clock hours of internship related experience with at least 240 hours of direct client contact. The number of internship hours each semester is agreed upon by student, course instructor, and the site supervisor. Hours are based on student needs and competencies and upon the needs and desires of the setting involved. The total 600 hour internship is normally completed over a one to two semester sequence and may involve more than one internship site.

Interns are responsible for following guidelines that are similar to those followed by school or community agency staff. While expectations of staff and interns vary from setting to setting, students and supervisors should be aware of some general guidelines that can promote the most beneficial experience for all involved.

Prior to beginning the internship, students will have completed a basic core of counseling courses, laboratory experiences, and a counseling practicum. After consultation with the internship course instructor or a faculty advisor, students select an internship site appropriate to their skills, knowledge, and specific area of interest. The CE internship course instructor will assist students in establishing a contract with the site of choice. Upon mutual agreement by the student, agency or school, and the internship course instructor, interns then follow the procedures listed below:

EXPECTATIONS OF ON-SITE SUPERVISOR

On-site supervisor must hold a graduate degree in counseling or closely related discipline and on-site supervisors in school settings should hold a current school counselor license, while supervisors in community settings should hold a professional license or certification in counseling or closely related discipline. The on-site supervisor assists the intern in establishing goals, assessing and evaluating professional development, and in helping counseling interns to become an integral part of the staff and internship setting. General goals to assist on-site supervision include:

- 1) Orient interns to the procedures, guidelines, and purpose of the internship setting
- 2) Guide interns toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client/student population
- 3) Provide interns with counseling situations in which they can gain experience in practical application of methods and techniques
- 4) Assist interns in planning for efficient use of time and resources
- 5) Assist interns in assessing client potential and prognosis
- 6) Help interns develop positive working relationships with supervisors, peers, and related mental health professionals.

To assist in the evaluation of the progress of the interns' progress and development, on-site supervisors are asked to provide the following tasks in liaison with the training institution (Winona State University). These may be modified to meet the needs of students and the setting.

- 1) Assist interns in developing a list of objectives, responsibilities, and tasks specific to the school, agency, or institution involved to be submitted to the Counselor Education Department internship coordinator
- 2) Provide a minimum of one hour a week of individual supervision
- 3) Provide periodic formal evaluations of the intern's strengths and areas of improvement
- 4) Communicate, as needed, with the internship course instructor regarding the progress of the intern.

CACREP STANDARDS:

CED 690 – Internship satisfies all requirements for the supervised internship experience outlined in Section III – Clinical of the 2009 CACREP Standards.

Section II-G

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
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

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5. Helping Relationships

c. essential interviewing and counseling skills.

Section III

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.

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 termination of counseling.

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.

Diagnosis

L. Skills and Practices

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

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 an Internship Counseling Site and perform in a professional manner

The internship student is required to identify (in consultation with his/her advisor and university supervisor) an internship site for performing the counseling duties relevant to the setting (i.e. school, community). **Prior to or early in the semester, the student is required to arrange an initial phone meeting with him/herself, the on-site supervisor(s), and the university instructor. This is to be completed by September 26. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by September 12 for both Community Counselors and for School Counselors.**

D. Submit Professional Learning Goals (25 points)

The internship student will be required to identify and submit professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor. See rubric for requirements. **These are due on D2L by September 12.**

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

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

* 360 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) **A copy of the final record of hours is due to the instructor by December 5.**

* 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. Portfolio (60 points)

All internship students are required to complete and present a portfolio. The portfolio can be designed via Word Press, e-portfolio, 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 Eight Core Areas. The following must be included in your portfolio:

- Resume
- Theory of change/Theoretical Orientation
- CACREP Eight Core Areas
 - Professional Orientation & Ethical Practice
 - Social & Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Helping Relationships
 - Group Work
 - Assessment
 - Research & Program Evaluation (e.g. Capstone paper, research papers, etc.)

Examples of documentation include papers, advocacy projects, research, video clip of microskills, presentations, etc. All students will be required to present their portfolio to the internship class.

I. Individual Clinical Supervision

The student will gradually assume the duties consistent with expectations of his/her internship site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. 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 December 5. Grades will be determined by the total number of areas evaluated by the site supervisor.

Maintaining Internship 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 on D2L by December 5.**

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.

GRADING:

Attendance & Participation	30
Professional Learning Goals	25
Case Presentations	30
Clinical Skills/Reflections	120
On-Site Supervisor Evaluation	Based on areas evaluated
Portfolio	60
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:

August 29	Introduction/Syllabus			
September 12	Name:	Name:		
September 26	Name:	Name:	Name:	
October 10	Name:	Name:	Name:	
October 24	Name:	Name:	Name:	
November 7:	Name:	Name:	Name:	
December 5:	Portfolio Presentations			

DUE DATES:

September 12	Show proof of liability insurance
September 12	Internship Agreement Form
September 12	Professional Learning Goals
September 26	Phone meeting with site supervisor completed
October 10	Tape 1 Due
November 7	Tape 2 Due
December 5	Portfolio Due
December 5	Reflection Paper Due
December 5	Final Log Summary Due
December 5	On-Site Supervisor Evaluation Form Due

1. Attendance and Participation (30 points)

<i>Points Possible</i>	<i>Description</i>
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
<i>Demonstration of Theory (10 points)</i>	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
<i>Therapeutic Presence (30 points)</i>	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
<i>Structure of Session (10 points)</i>	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
<i>Reflection (10 points)</i>	Three interventions were chosen and	Two to three interventions were chosen and	One to two interventions were chosen and	No interventions were chosen and changed.

	appropriately changed. Strengths and areas of improvement identified.	changed. Strengths and areas of improvement mostly explained.	changed. Limited discussion regarding strengths and areas of improvement.	No/limited discussion regarding strengths and areas of improvement.
Total Points:				

6. Portfolio (60 points)

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	

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/studentsupportservices/)
- 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.