

Spring 2022

CE 690 Syllabus: CMHC Internship

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Winona State University Counselor Education Department CE 690: CMHC Internship Course #000322 Semester hours: 3 or 6 Spring semester, 2022		
Course Location	Class sessions are on Wednesday evenings from 5pm to 8pm on the following dates: 1/12/22, 1/26/22, 2/9/22, 2/23/22, 3/16/22, 3/30/22, 4/13/22, 4/27/22 (and 5/4/22 only if needed) via Zoom : https://minnstate.zoom.us/j/9097426241	
Instructor	Mitch Moore, Ph.D., LADC-S	
Instructor Phone & E-Mail	(507) 535-2551 (office) or (507) 951-3399 (cell, preferred); email: mmoore@winona.edu Zoom : https://minnstate.zoom.us/j/9097426241	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	WSU-Rochester, Riverside Bldg., 400 South Broadway, Suite 300 Rochester, MN 55904	
Instructor Office Hours:	Tuesday & Thursday, noon–5:00PM via Zoom appointment (or as arranged via Zoom).	
	Students must purchase and activate their Tevera account as Internship-required forms and paperwork will be submitted through the Tevera platform.	

I. COURSE DESCRIPTION

This course provides a practical, field-based experience in a school or clinical mental health setting. This experience may be arranged with supervision coordinated through the course instructor and the CED Field Placement Coordinator.

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 Department 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 internship site supervisor. The expectation of on-site internship supervisors is to provide ongoing guidance and orientation to graduated, relevant professional counseling experiences.

II. COURSE PREREQUISITES

CE 680 - Counseling Practicum with a letter grade of B or better

III. COURSE OBJECTIVES

This course provides practical experience in school and clinical mental health counseling for graduate students. Personal and professional growth and development, consultation, ethical practice, and assessment are also important components.

A. Student goals.

Upon completion of this course 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.

B. 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 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.

C. Anticipated Performance Goals for Students

1. To demonstrate knowledge of developmental stage level of clients.
2. To demonstrate treatment planning that matches the needs of the client.
3. To provide honest feedback to themselves and their peers for increased professional awareness and development.
4. To demonstrate professional risk taking in their reflection, understanding, and application of counseling skills.
5. To demonstrate those counseling techniques congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
6. To demonstrate ethical and professional standards consistent with the ACA/ASCA ethical guidelines and the profession of counseling in the community and school settings.
7. To fulfill the requirements of the course at a level of quality consistent with advanced graduate training and the counseling profession.

D. Expectations of the Learning Process for Instructors/Supervisors and Students

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:

1. Giving students as much control as possible over their own learning experiences.
2. Encouraging students to think critically.
3. Sharing personal understanding, principles and perspectives with students.
4. Directing students to a broad variety of readings, resources and experiences.
5. Clarifying concepts and application of process skills.
6. Helping in establishing criteria for quality work.
7. Providing ongoing supervision and corrective feedback.

The student's responsibility, as a counselor-in-training, is to fully engage in this course by:

1. Taking control of their learning.
2. Reading and synthesizing a broad variety of resources and experiences.
3. Relating information to personal experience.
4. Collaborating with other class members on the issues.
5. Making observations and asking questions.
6. Acting professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

E. Confidentiality Guidelines

Interns must follow ACA/ASCA ethical and HIPPA/FERPA legal guidelines for client/student confidentiality in management of all confidential information including all recording of counseling practice and clinical case discussions. Client/student/family names and all specific identifiers should be altered to preserve their rights to confidentiality. Personal information shared by interns or in any learning activities should also not be discussed outside of class. Discussion of cases should occur only in context of training/supervision. Any breach in the ACA/ASCA Code of Ethics and HIPPA /FERPA legal guideline on the student's part may result in: 1) removal from the practicum/internship course, 2) a failing grade in the practicum/internship course, and 3) documentation of such behavior in the student's permanent record. In addition, each ethical board or governing agency may take an additional corrective action against such violation.

F. Dispositions Assessment

WSU Counselor Education uses the Counseling Competencies Scale-Revised (CCS-R) via **Tevera** for assessing student counseling skills development, competency and professional dispositions. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), and offering students practical areas for improvement to support their development as effective and ethical professional counselors.

A link to the CCS-R will be emailed to you via **Tevera** around midterm of each semester in the following courses: CE 534, CE 601, CE 615, CE 633, CE 660, CE 680, CE 690. You are required to complete a self-evaluation of your own dispositions by completing this assessment. Simultaneously, your instructor for the courses previously listed will be completing one on you as well. Your advisor will share any concerns that show up consistently on these assessments. If you do not hear about concerns from your advisor, assume there are none.

IV. REQUIRED TEXTS AND/OR MATERIALS

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. (DSM-5)*. Washington, CD: American Psychiatric Association. ISBN 978-0-890-42555-8
2. American Counseling Association. (2014). *American Counseling Association Code of Ethics*. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
3. *CED Practicum and Internship On-Site Student Handbook* found here: <https://www.winona.edu/counseloreducation/Media/Practicum-internship-On-Site-Supervisor-Handbook.pdf>

V. METHODS OF INSTRUCTION

- A. Lecture/discussion
- B. Use of technology and media including videotapes, films, and PowerPoint presentations
- C. Modeling
- D. Internet-based learning
- E. Case presentations with instructor and peer feedback
- F. Case studies and responses to structured exercises
- G. Reflective self-evaluations

VI. COURSE CONTENT AREAS

The course meets the *Council for the Accreditation of Counseling and Related Educational Programs* (CACREP, 2016) Standards for Clinical Mental Health Counseling and School Counseling as outlined below:

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Lecture, group discussion, and course readings & resources	Internship goals, reflection paper	On-site & in-class supervision (live/recorded work sample, case presentation, RT & consultation)	Resumé and cover letter
5. COUNSELING AND HELPING RELATIONSHIPS				
5n. Processes for aiding students in developing a personal model of counseling.	x	x	x	x
7. ASSESSMENT AND TESTING				
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	x		x	
7d. Procedures for identifying trauma and abuse and for reporting abuse.	x		x	
7i. Use of assessments relevant to academic/educational, career, personal, and social development.	x		x	
7j. Use of environmental assessments and systematic behavioral observations.	x	x	x	x
7k. Use of symptom checklists, and personality and psychological testing.	x	x	x	x
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.	x	x	x	x
2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Lecture, group discussion, and course readings & resources	Internship goals, reflection paper	On-site & in-class supervision (live/recorded work sample, case presentation, RT & consultation)	Resumé and cover letter

1. FOUNDATIONS				
1e. Psychological tests and assessments specific to clinical mental health counseling.	x	x	x	x
2. CONTEXTUAL DIMENSIONS				
2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	x		x	
2h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	x		x	
2j. Cultural factors relevant to clinical mental health counseling.	x		x	
2l. Legal and ethical considerations specific to clinical mental health counseling.	x		x	
2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	x	x	x	
3. PRACTICE				
3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	x		x	
3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.	x		x	
3c. Strategies for interfacing with the legal system regarding court-referred clients.	x		x	
3d. Strategies for interfacing with integrated behavioral health care professionals.	x		x	
3e. Strategies to advocate for persons with mental health issues.	x		x	
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Lecture, group discussion, and course readings & resources	Internship goals, reflection paper	On-site & in-class supervision (live/recorded work sample, case presentation, RT & consultation)	Resumé and cover letter
2. CONTEXTUAL DIMENSIONS				
2j. Qualities and styles of effective leadership in schools.	x		x	
2k. Community resources and referral sources.	x		x	x
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	x	x	x	x
2n. Legal and ethical considerations specific to school counseling.	x		x	
3. PRACTICE				
3b. Design and evaluation of school counseling programs.	x		x	
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	x		x	
3d. Interventions to promote academic development.	x		x	
3e. Use of developmentally appropriate career counseling interventions and assessments.	x		x	
3f. Techniques of personal/social counseling in school settings.	x		x	

3g. Strategies to facilitate school and postsecondary transitions.	x	x	x	x
3h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	x		x	
3i. Approaches to increase promotion and graduation rates.	x		x	
3j. Interventions to promote college and career readiness.	x		x	
3k. Strategies to promote equity in student achievement and college access.	x		x	
3l. Techniques to foster collaboration and teamwork within schools.	x		x	
3m. Strategies for implementing and coordinating peer intervention programs.	x		x	
3n. Use of accountability data to inform decision making.	x		x	
3o. Use of data to advocate for programs and students.	x		x	

COVID-19 Statement

As we learn together this spring, I am committed to helping you complete this course successfully through an online, synchronous (via **Zoom**, our supported web conferencing tool) delivery mode to help best keep everyone safe. We will also be using our D2L digital eLearning platform course page, as well as the **Tevera** assignments management tool. You will be expected to participate as you would in our classroom meetings. Instructions for joining our **Zoom** sessions and participating in class meetings remotely will be provided. I will do my best to make the experience as seamless and engaging as possible. And I am available for meetings and questions outside of class time.

In this course, you will have opportunities to interact with your classmates and ask questions, as you would in the classroom. Instructions for accessing these online activities will be provided. Please bookmark these links: https://learn.winona.edu/Online_COVID_Toolkit and https://learn.winona.edu/Category:Keep_Teaching for your information.

VII. COURSE EVALUATION METHODS

#	Assignment	Related Scoring Rubric	Points Possible	Due
1.	Class attendance and participation [including virtual Zoom site visit(s)]	1	10X10=100	All class sessions
2.	Show proof of liability insurance			1/26/22
3.	Identify site; professional conduct			
4.	Professional learning goals	2	50	1/26/22
5.	Participate in 300/600 hours of internship			
6a.	Individual case presentation form, transcript, recording, & class presentation (reflective teaming (RT) peer/faculty supervision)	3, 4	50	Completed by 2/23/22
6b.	Group case presentation form, transcript, recording, & class presentation (reflective teaming (RT) peer/faculty supervision)	3, 4	50	Completed by 4/27/22
7 & 8	Zoom site eVisit, engage in supervision, Maintain internship file (Tevera)			TBD
9.	Final reflection paper	5	50	4/27/22
10.	Resume/cover letter	6	50	4/27/22
	TOTAL		350	

A. DESCRIPTION OF ASSIGNMENTS

1. Attendance and Participation (90 points)

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend **every scheduled class session** and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. If you know you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

2. Show Proof of Professional Liability Insurance (Due to D2L on 1/26/22)

- If your insurance is due to expire during the semester, be sure to update it right away.

3. Identify an Internship Counseling Site & Perform in a Professional Manner

The 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).

The student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.

4. Professional Learning Goals (25 points)

The student will be required to identify and submit learning goals for the course. The student will do this in consultation with his/her on-site supervisor. **These are due to D2L by 1/26/22.**

5. Participate in and Record a *Minimum* of 600 (or 300) Hours of Internship

- 240 (or 120) hours of Direct Contact (individual, couple, family and/or group counseling)
- 360 (or 180) hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) A weekly log is due each class. **A copy of the student's final record of hours (along with all other required forms and paperwork) is due to Tevera by 4/27/22.**

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. Formal case presentations, reflective teaming (RT) peer/faculty supervision (2 x 25 = 50 points) Students will present two cases—one individual (6a) and one group (6b)—according to the formats outlined below. Students are required to ask their peers for feedback about strengths and growth areas related to the presenter's work. **The written case presentations will be uploaded D2L at least 1 day before students are scheduled to present.**

a. Individual Case Presentation Format:

- ✓ Select identifying information for client (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)
- ✓ History (previous treatment or interventions, progress)
- ✓ Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions); relevant ethical issues and standards pertinent to case management.
- ✓ The student and his/her peers will provide verbal and written feedback on the presentation/work samples.

b. Group Case Presentation Format:

- ✓ Demographic information
- ✓ Purpose
- ✓ Current problems/issues of concern
- ✓ Description of Intervention
- ✓ Your self-evaluation
- ✓ Were objectives met
- ✓ What might you try next time

Work Sample Recording/Transcription (2 x 25 = 50 points)

Students will be prepared to present *two* audio/video work samples, **one individual session by 2/23/22** and **one group session by 4/27/22**, along with one of their 2 formal case presentations during group supervision. Each work sample must be at least 5 to 15 minutes in length. Students are required (in addition to their written case presentations) to complete the following: (1) A *written summary* of the student's experience transcribing the work sample must also be provided along with presentation (2-3 paragraphs maximum), (2) A written transcription of at least 5 minutes of the work sample (see format below), and (3) an overall numerical rating of your performance (see **B. GRADING (COUNSELING COMPETENCIES/SKILLS** below). **All are due the day of class and can be uploaded to D2L as well. The 5—15 minute segment of the audio/video file used for the transcription should be saved on a jump drive in a secure place and be available for the instructor as needed. In short, keep it secure/confidential.** The instructor may ask students to complete a second transcript if needed based on performance/demonstrated competence.

Work Sample Transcription Format

Statement	Skill(s)
CO: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
CO: I was in grad school for a while and it was really hard.	OOPS! disclosure
<i>Student reflection: I should have said this: "You sound really overwhelmed"</i>	PS/RF
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.	
CO: Tell me what that's like for you, being "in over your head"...	FOC

Skills and Abbreviations for Transcription

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	<i>Client Quote</i>	<i>CQ</i>

7. Site eVisits and Engage in 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. Early in the semester, the student is required to arrange initial and final meetings with him/herself, the on-site supervisor(s), and the university instructor. This meeting can be via **Zoom** or by phone.

The initial eVisit is to be set up by 1/31/22; the final eVisit by 4/27/22. You and the on-site supervisor need to sign a *Practicum/Internship Agreement Form*. This is **due to Tevera by 1/26/22**. Two completed *On-site Supervisor Evaluation Form (CCS-R)* must be submitted in **Tevera by 3/16/22 (Mid) and 4/27/2 (Final)**.

8. Maintaining Personal Internship File via Tevera

A copy of the ACA Ethical Codes; Liability Insurance; Professional Counseling Log of hours (weekly and final report), and so forth.

9. Reflective Summary Paper (50 points)

The student will submit a final summary paper (minimum of 5 pages; maximum of 10 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. Reflect upon how your personal theory of counseling has changed over the course of your field experience. **This is due in D2L by 4/27/22**

10. Resume/Cover letter (50 points)

All internship students are required to complete a resume and generic cover letter. This is not only an assignment, but preparation for your future as a counselor. **This is due in D2L by 4/27/22, but feel free to submit it any time so you can receive feedback as you prepare for your job search.**

A. GRADING (COUNSELING COMPETENCIES/SKILLS)

Evaluation of students' clinical skills (e.g., tape transcripts) will be based on the following 5- point Scale. Each point has been defined according to the skill competencies and/or deficiencies. The instructor may also adopt other evaluation measures, which would be discussed with students.

Students will use this scale for a self-assessment of their performance when completing case presentations, work sample transcriptions, and evaluations of their peers' performance:

(Score = 1) Unacceptable Skill Level: One indicates the use of inappropriate or lack of skillful interventions.

Examples include: inability to listen, self-disclosure, praise, advice giving, premature problem solving, judgmental/disrespectful interactions, close-ended/binary questions, seeking reassurance from the client, etc. Relationship with client inappropriate (e.g., lack of boundaries, offensive, rejecting, judgmental, lack of empathy/understanding, social rather than therapeutic, inability to understand the client's world view, impose own world view, etc.).

(Score = 2) Poor Skill Level: Two indicates an over reliance on one or two skills (e.g., overuse of encouragers, solicits information repeatedly without using the information provided by the client, unable to focus the session, etc.). The counselor provides a low level or minimal response to the client. The counselor does not use a variety of interventions and is not able to utilize client information. There is a lack of connection in the client/counselor relationship. The trainee needs improvement in listening and communicating understanding to the client.

(Score = 3) Average Skill Level: Three indicates an ability to demonstrate the basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor is able to utilize client information. Beginning to connect with client and foster a therapeutic relationship and understanding.

(Score = 4) Good Skill Level: Four indicates an ability to demonstrate advanced counseling skills (e.g., advanced empathy, confrontation, immediacy, reflection of feeling, reflection of meaning, interpretation, metaphor, reframe, etc.). The counselor is able to use and add to client information/story. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc. Counselor is able to help the client understand her/his own story better than before they began talking.

(Score = 5) Excellent Skill Level: Five indicates an ability to consistently demonstrate all the skills, both basic and advanced, depending upon the client and the counselor/client interaction. Counselor is also able to demonstrate creativity, insight, identify patterns or themes in client behavior/thoughts, feelings, etc. Counselor interventions and relationship with the client are therapeutic (i.e., lead to change) and contextually based. The counselor contributes consistently and profoundly to the story/interaction.

Other variables which influence grade:

- Student's ability to utilize and integrate feedback from tape reviews.
- Student's ability for self-reflection and self-critique in providing alternative interventions.
- Counseling Competencies Scale (see handbook) will be completed by instructor, site supervisor and student. A minimum of a 6 in all areas to successfully complete internship.

B. GRADING (COURSE)

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 criteria set forth in this syllabus/practicum course, he/she may receive a "C" or *not ready* grade for internship. 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, cooperation with internship supervisors and course instructor, as well mature thinking, are aspects of professional leadership to be expected of students throughout the course.

Grading Scale:

A=350-325; B= 324-301; C= 300-279; D= 278 and below

C. COURSE RUBRICS**1. Attendance and Participation (100 points total)**

Criteria	Excellent	Average	Fair	Poor
Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
Group Participation	Usually actively participates in small group activities.	Reluctantly participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
Attendance	Attends every class. Is always on time and stays until the end of class.	Misses one class turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.
Total Score	85-100	71-84	59-70	58 or less

2. Internship Learning Goals (50 points)

Learning Goals (20 points)	Excellent 20-18	Good 17-15	Average 14-13	Poor 12 and below
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 are present.
Self-care inclusion	Self-care is included as a goal.	Self-care is included as a goal.	A self-care goal is present.	A self-care goal is not present.
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.
Writing Skills (20 points)	Excellent 20-18	Good 17-15	Average 14-13	Poor 12 and below
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.
Sentence Structure	Complete sentences throughout.	Most sentences are complete.	Few complete sentences.	No complete sentences.
Readability	Concepts are excellently articulated and easy to follow.	Concepts are well articulated and somewhat easy to follow.	Concepts are vaguely articulated and difficult to follow.	Concepts are not clear and are extremely difficult to follow.
Timeliness (10)	Excellent 10-9	Good 8-7	Average 6-5	Poor 4 and below
Assignment	Turned in on time.	Turned in 2 or fewer days late.	Turned in 4 or fewer days late.	Turned in more than 4 days late.
Total Score	50-43	42 to 35	34 to 29	28 or below

3. Individual Case Presentation (25x2= 50 points)

Criteria (20 points)	Excellent 18-20	Good 14-17	Average 11-13	Poor 0-10
Interventions (10)	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 (10)	Three interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated. Incomplete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present. Copy of case presentation is not included.
Peers' Critique	Excellent 5	Good 3-4	Average 2	Poor 0-1
Soliciting Peers' Critique (5)	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.
Total Score	25 or more	22 to 24	19 to 21	0 to 18

Tape Transcript (25x2=50 points)

Criteria	Excellent 23-25	Good 20-22	Average 17-19	Poor 14-16	Unacceptable 0-13
Skill Labels (10)	Completely accurate with less than three weak statements replaced with preferred statements.	Completely accurate with more than three weak statements replaced with preferred statements.	Less than three labeling errors with less than three weak statements replaced with preferred statements.	Less than five labeling errors with more than three weak statements replaced with preferred statements.	More than five labeling errors and more than three weak statements replaced with preferred statements.
Micro-Skills (15)	Excellent micro-skill level demonstrated throughout transcript.	Good micro-skill level demonstrated throughout transcript.	Average micro-skill level demonstrated throughout transcript.	Poor micro-skill level demonstrated throughout transcript.	Unacceptable micro-skill level demonstrated throughout transcript.
Total Score	25 or more	18 or more	16 or more	14 or more	0 to 18

4. Group Case Presentation (25x2= 50 points)

Criteria	Excellent (25-21)	Good (20-16)	Average 15-10)	Poor (9 and below)
Group Demographic, group purpose, and current problems/issues of concern addressed (5; 4-3; 2-1; 0)	Rich description of group membership and composition. Identifies a rich, comprehensive purpose of the group and central issues the group was designed to address.	Good description of group membership and composition. Identifies a clear and somewhat comprehensive purpose of the group and central issues the group was designed to address.	Adequate description of group membership and composition. Is somewhat vague about the purpose of the group and about the issues the group was designed to address.	Less than adequate or no description of group membership and composition. Fails to identify a purpose of the group and central issues the group was designed to address.
Description of intervention(s) (5; 4-3; 2-1; 0)	Provides a thorough and comprehensive description of theories, interventions, and techniques utilized	Provides a somewhat detailed and complete description of theories, interventions, and techniques utilized	Provides a somewhat detailed and incomplete description of theories, interventions, and techniques utilized	Fails to provide a somewhat detailed and complete description of theories, interventions, and techniques utilized
Student's self-evaluation of session and if the group's objectives were met (5; 4-3; 2-1; 0)	Provides a very accurate self-evaluation of the session and in-depth analysis of objectives met or unmet	Provides an accurate self-evaluation of the session and a good analysis of objectives met or unmet	Provides a somewhat accurate self-evaluation of the session and analysis of objectives met or unmet	Fails to provide an accurate self-evaluation of the session and analysis of objectives met or unmet
What student might try, or try differently, in future sessions (5; 4-3; 2-1; 0)	Provides in-depth insight into what theories, interventions, and techniques to be attempted in future sessions	Provides good insight into what theories, interventions, and techniques to be attempted in future sessions	Provides some insight into what theories, interventions, and techniques to be attempted in future sessions	Fails to provide in-depth insight into what theories, interventions, and techniques to be attempted in future sessions
Utilization of Feedback in Reflective Teaming (5; 4-3; 2-1; 0)	Integrates peers' feedback in constructive ways that helps to enrich the plan for the client.	Attempts to integrate peers' feedback in constructive ways that helps to enrich the plan for the client.	Peers' feedback is received positively but is not integrated or considered in case.	Peers' feedback is not well-received or received in a defensive manner.

Score =

Transcription Rubric

Criteria	Excellent (25-21)	Good (20-16)	Average (15-10)	Poor (9 and below)
Skill Labels & Rating (10-9; 8-7; 6-5; 4 and below)	Completely accurate with less than three weak statements replaced with preferred statements.	Completely accurate with more than three weak statements replaced with preferred statements.	Less than three labeling errors with less than three weak statements replaced with preferred statements.	Less than five labeling errors with more than three weak statements replaced with preferred statements.
Counseling Skills (15-13; 12-11); 4-	Excellent skill level demonstrated throughout transcript.	Good skill level demonstrated throughout transcript.	Average skill level demonstrated throughout transcript.	Poor skill level demonstrated throughout transcript.

Score =

Criteria	Excellent (50-42)	Good (41-32)	Average (21-20)	Poor (19 and below)
Total =				

5. Reflective Summary Paper (50 Points)

Summary of Experiences (30)	Excellent 28-30	Good 24-27	Average 18-23	Poor 0-17
Internship Goals	Positives and negatives discussed; changes clearly stated for future.	Positives or negatives discussed; changes for future vaguely stated.	Positives or negatives cursorily discussed. No changes stated for future.	No positives or negatives discussed, no changes stated for future.
Tasks Completed	Successes and challenges clearly stated.	Successes or challenges clearly stated.	Successes or challenges vaguely stated.	No successes or challenges stated.
Supervision Experiences	Evaluation of experiences clearly stated with personal learning included.	Evaluation of experiences well stated without personal learning included.	Evaluation of experiences vaguely stated or personal learning excluded.	Evaluation of experiences vaguely stated and no personal learning included.
Critical Incidents	Discussed in depth with learning included.	Discussed in depth; learning vaguely included.	Cursorily discussed, no learning included.	No discussion of experiences, no learning included.
Final Thoughts	Excellent synthesis of Practicum experience.	Good synthesis of Practicum experience	Fair synthesis of Practicum experience.	No synthesis of Practicum experience.
Self-Learning	Clear evidence of reflection.	Some evidence of reflection of experience.	Little evidence of total reflection.	No evidence of reflection
Evaluation of Self-Care	Strengths and weaknesses of goals excellently stated; plan for sustainability.	Strengths and weaknesses well stated; good plan for sustainability	Strengths, weaknesses of goals vaguely stated, vague plan for sustainability.	No strengths or weaknesses of goals stated; no plan for sustainability.
Writing Skills (10)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
Writing Style	Thoughts excellently well-articulated	Thoughts well-articulated.	Thoughts somewhat well-articulated.	Thoughts poorly articulated.
Grammar and Spelling	No grammatical and/or spelling errors.	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
Length of Paper	Within page limitations.			
Timeliness (10)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
Assignment	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.
Total Score	50 or more	44 to 49	36 to 43	0 or

6. Resume/Cover letter (50 Points)

Criteria/ Points Possible:	Description
Excellent 50-46 points	Documents completed as specified on-time; professional presentation; excellent writing skills, no grammatical errors, no typographical errors.
Good 45-41 points	Documents completed as specified; good writing skills, no more than two grammatical errors, no more than two typographical errors.
Average 40-36 points	Documents incomplete or late; good writing skills, more than three grammatical errors, more than three typographical errors.
Poor 35--below	Documents incomplete and/or late; additions required more than five grammatical errors, more than five typographical errors.
Total possible:	50 points

Additional Notes:

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

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.

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. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:
<http://www.winona.edu/sld/academicintegrity.asp>.

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.

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.

Accommodations: 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. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at
<http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:
<http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the RCTC campus and can be reached at 285-7100 (www.winona.edu/rochester/). The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment (including via **Zoom**). Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE (This schedule is subject to change in the event of extenuating circumstances)

DATE	Topics of Discussion & Case Presentations	Deliverables Due
1/12/22	Introductions & orientation: Syllabus, D2L, & Tevera Review; Attendance & Preparation for Class; Course Planning; Learning Goal Discussion; Liability Insurance; Discussion of Site eVisits & Supervision; Overview of Reflective Teaming (RT) Check-ins; Case Presentations from CE 680 PLEASE NOTE: Site supervisor/Student/Instructor eVisits need arranged as soon as possible!	<ol style="list-style-type: none"> 1. Attend EVERY class session! 2. Proof of Liability Insurance due via D2L Also, Practicum-Internship Agreement and Internship Student Information forms are due to Tevera 3. You can start at your site on Monday, 1/10/22. 4. Internship Learning Goals due 1/26/21 via D2L
1/19/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	
1/26/22	The First Session Review: Structuring, Rapport, Confidentiality, Communication, and Assessment; Case Conceptualization and Treatment Planning. Check-ins; Case Presentations w/RT	<ol style="list-style-type: none"> 7. All <i>initial</i> site eVisits scheduled 6. Ind. Case Presentations, TBD
2/2/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	
2/9/22	Suicide/Risk Screening and Assessment. Mandated reporting. Check-ins; Case Presentations w/RT	<p>Students are <u>strongly</u> encouraged to complete mandated reporter online training!</p> <ol style="list-style-type: none"> 6. Ind. Case Presentations, TBD
2/16/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	
2/23/22	Intervention Selection and Implementation Check-ins; Case Presentations w/RT	<ol style="list-style-type: none"> 6. Ind. Case Presentations, TBD <p>* All individual work samples, recording, transcript & summary due on D2L/Tevera by 2/23/22).</p>
3/2/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	
3/7/11/22	Spring Break	
3/16/22	Check-ins; Case Presentations w/RT	<ol style="list-style-type: none"> 6. Group Case Presentations, TBD
3/23/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	
3/30/22	Check-ins; Case Presentations w/RT	<ol style="list-style-type: none"> 6. Group Case Presentations, TBD
4/6/22	Course instructor is available for distance supervision	
4/13/22	Check-ins; Case Presentations w/RT PLEASE NOTE: Site supervisor/Student/Instructor final eVisits need arranged as soon as possible!	<ol style="list-style-type: none"> 6. Group Case Presentations, TBD
4/20/22	Course instructor is available for distance supervision or consultations via Zoom , by appointment	

4/27/22	<p>Check-ins; Case Presentations w/RT Final Class, course evaluation, all internship documents due to Tevera</p>	<p>6. Group Case Presentations, TBD * All group work samples, recording, transcript & summary due on D2L/Tevera by 4/27/22). 7. All final site eVisits scheduled 8. Logs & Final report signed by site supervisor due to Tevera 8. Final site supervisor CCS-R evaluation due to Tevera 8. Personal Internship File Data Verification Form is due to Tevera 8. Site Evaluation due to Tevera. 8. Portfolio and all other miscellaneous paperwork due to D2L or Tevera 9. Reflective Paper due on D2L 10. Resume and Cover Letter due on D2L</p>
5/4/22 (optional)	<p>Check-ins: Case Presentations w/RT if needed!</p>	