

Spring 2022

CE 690 Syllabus: Counseling Internship

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Winona State University

Counselor Education Department

CE 690: Counseling Internship

Semester Hours: 3



Course Location	<p>Class sessions are on Wednesdays, 5pm via Zoom:</p> <p>https://minnstate.zoom.us/j/563730523 Passcode: 106408</p> <p>On the following dates:</p> <p>Jan 12, Clinical Jan 19, School Jan 26, Clinical Feb 2, School Feb 9, Clinical Feb 16, School Feb 23, Clinical Mar 2, School March 7-11, Spring Break Mar 16, Clinical Mar 23, School Mar 30, Clinical Apr 6, School Apr 13, Clinical Apr 20, School May 4, School and Clinical</p>
Instructor	Mary Fawcett, Ph.D. She, Her, Hers
Instructor Phone & E-Mail	507-457-5338; mfawcett@winona.edu
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	351 Helble Hall, Winona Campus

Instructor Office Hours:	Mondays 12-5pm virtual, Tuesdays, 2-5pm, Rochester, and Thursdays, 2-5pm, Winona; and by appointment
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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 CE Internship Coordinator and an onsite supervisor. A total of six (6) credits of internship work must be completed.

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 practicum site supervisor. The expectation of on-site practicum supervisors is to provide ongoing guidance and orientation to graduated relevant site 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 community counseling for graduate students. Personal development and growth, 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 clients 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 about 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 (CCS) for their Dispositions Survey. The CCS assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to

support their development as effective and ethical professional counselors. You are required to complete a self- assessment of your own dispositions by completing this assessment in Tevera. Simultaneously, your instructor for the courses previously listed will be completing one of you as well. Your advisor will share any concerns that show up consistently on these assessments.

REQUIRED TEXTS AND/OR MATERIALS

1. CED Practicum and Internship On-Site Supervisor Handbook found here: <http://www.winona.edu/counseloreducation/practicum-and-internship.asp>

IV. 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

V. 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 *outlined below:*

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations (CCS-R)	4. Practicum Learning Goals & Reflective Summary Paper
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
1k. Strategies for personal and professional self-evaluation and implications for practice.	x	x	x	x
1l. Self-care strategies appropriate to the counselor role.				x
1m. The role of counseling supervision in the profession.	x		x	
5. COUNSELING AND HELPING RELATIONSHIPS				
5l. Suicide prevention models and strategies.		x		
5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.		x		
5n. Processes for aiding students in developing a personal model of counseling.				x

7. ASSESSMENT AND TESTING	Supervision, Mary Fawcett, Ph.D.		6		
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.			x		
7d. Procedures for identifying trauma and abuse and for reporting abuse.			x		
7i. Use of assessments relevant to academic/educational, career, personal, and social development.			x		
7j. Use of environmental assessments and systematic behavioral observations.			x		
7k. Use of symptom checklists, and personality and psychological testing.			x		
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.			x		
2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations (CCS-R)	4. Practicum Learning Goals & Reflective Summary Paper	
1. FOUNDATIONS					
1b. Theories and models related to clinical mental health counseling.			x		
1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.			x		
1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.			x		
2. CONTEXTUAL DIMENSIONS					
2a. Roles and settings of clinical mental health counselors.	x				
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.			x		
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		
2j. Cultural factors relevant to clinical mental health counseling.			x		
2k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	x				
2l. Legal and ethical considerations specific to clinical mental health counseling.				x	
2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.				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 of counseling intervention, Mary Fawcett, Ph.D. Broad range of mental health issues.		x	7	x	
3c. Strategies for interfacing with the legal system regarding court-referred clients.		x			
3d. Strategies for interfacing with integrated behavioral health care professionals.		x			
3e. Strategies to advocate for persons with mental health issues.	x				
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION				
		1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations (CCS-R)	4. Practicum Learning Goals & Reflective Summary Paper
2. CONTEXTUAL DIMENSIONS					
2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.	x				
2j. Qualities and styles of effective leadership in schools.		x			
2k. Community resources and referral sources.	x				
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	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		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		x	
3f. Techniques of personal/social counseling in school settings.	x	x		x	
3h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.		x			
3i. Approaches to increase promotion and graduation rates.	x				
3j. Interventions to promote college and career readiness.	x				
3k. Strategies to promote equity in student achievement and college access.	x				
3l. Techniques to foster collaboration and teamwork within schools.	x			x	x
3m. Strategies for implementing and coordinating peer intervention programs.	x				
3n. Use of accountability data to inform decision making.	x				x

Deliverables/Assignments	CACREP Core	CACREP CMHC	CACREP SC	Weight** (%)	Due Date
1. Attendance, Participation, Class Discussion	1k, 1l	2a, 2k, 3e	2e, 2k, 2l, 3b, 3c, 3d, 3e, 3f, 3i, 3j, 3k, 3l, 3m, 3n	10	Each class meeting
2. Practicum Learning Goals	1l, 1m, 5l, 5m	1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d	2l, 2n, 3l, 3n	10	Clinical: Jan 19 School: Jan 26
3. Case Presentations (Written & Oral)	7c, 7d, 7i, 7j, 7k, 7l	1b, 1c, 1d, 2c, 2d, 2j, 3a, 3b, 3c, 3d, 3e	2k, 3b, 3c, 3d, 3e, 3f, 3h	30	As scheduled
4. Work Sample Transcripts (One for each case presentation)	7c, 7d, 7i, 7j	1b, 1c, 1d, 2c, 2d, 2j, 3a, 3b, 3c, 3d, 3e	2k, 3b, 3c, 3d, 3e, 3f, 3h	10	As scheduled
5. Reflective Summary Paper	1l, 1m, 5l, 5m	1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d	2l, 2n, 3l, 3n	10	May 4
6. Final (1) University Supervisor and (2) Site Supervisor -Evaluations using the CCS-R	1l, 1m	2n, 3c, 3e, 3f, 3l	2n, 3b, 3e, 3f, 3lfa	30 (20% Site Supervisor Evaluation; 20% University Supervisor Evaluation)	May 4

Grade Scale:**A: 90-100****B: 80-89****C: 70-79****D: 60-69****F: below 60****A. Assignments****1. Attendance and Participation**

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students may miss one class due to emergency, and must make up the supervision time via arrangements with the instructor. If you are 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. Professional Learning Goals

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 on the first Wednesday after your first class.

3. Participate in and Record a Minimum of 600 Hours of Internship

- 240 hours of Direct Contact (individual, couple, family classroom guidance and/or group counseling)
- 360 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) A weekly log is due each class.
- *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.

4. Formal Case Presentations & Participation in Peer Supervision (2 x 25 = 50 points)

Students will present two cases (one group and one individual, unless more are required by the instructor if the initial case presentation is not up to par with skill development expected). A transcript of the portion of the session to be shown in class will be turned in with the presentation handout and link to counseling session. Students are required to ask their peers for feedback about strengths and growth areas related to the presenter's work. **The session case presentations will be uploaded to MediaSpace and the link uploaded to D2L via a Word document, along with the written case presentation at least 1 day before students are scheduled to present in class.**

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)
- ✓ Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
- ✓ Interventions used
- ✓ 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 feedback.

5. Site Visit 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. Prior to or early in the semester, the student is required to arrange an initial meeting with him/herself/themself, the on-site supervisor(s), and the university instructor. This meeting is via Zoom.

6. Maintaining Personal Internship File

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

7. Reflective Summary Paper (75 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.

B. GRADING (COUNSELING COMPETENCIES/SKILLS)

Evaluation of students' clinical skills (e.g., tape) 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 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.

C. 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 about 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.

D. COURSE RUBRICS

1. Attendance and Participation (100 points total)

Criteria	Excellent	Average	Fair	Poor
Individual Participation	Frequently asks questions or gives responses that indicates class engagement	Occasionally asks questions or gives responses that indicates class engagement	Rarely asks questions or gives responses that indicates class engagement.	Does not ask questions or give responses that indicates class engagement.
Group Participation	Always actively participates in small group activities.	Usually participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
Attendance	Attends every class.	Misses one class turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter.	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 (10 points)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
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 and Realistic Nature	All goals are mostly measureable and realistic.	Most goals are somewhat measureable and realistic.	Fewer than half of the goals are measureable or most are somewhat measureable and somewhat realistic.	None of the goals are completely measureable or fewer than half are somewhat measureable and none of the goals are realistic.
Writing Skills (10 points)	Excellent 9-10	Good 6-8	Average 3-5	Poor 0-2
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 competely 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 (5 points)	Excellent 5	Good 3-4	Average 2	Poor 0-1
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 or more	45-49	40-44	0 to 43

3. Formal Case Presentations (15x2= 30 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 and peers offer reasonable critical feedback for the developmental level of counseling student.	Peers' feedback is generally positive with good skill development evident and peers offer reasonable critical feedback for the developmental level of counseling student.	Peers' feedback is positive with some skill development evident and peers offer reasonable critical feedback for the developmental level of counseling student..	Peers' feedback is positive with little skill development evident and peers offer critical feedback indicating poor counseling technique.
Total Score	25 or more	22 to 24	19 to 21	0 to 18

4. Reflective Summary Paper (75 Points)

Summary of Experiences (30)	Excellent 28-30	Good 24-27	Average 18-23	Poor 0-17
Internship Goals	Goals met; changes clearly stated for future.	Goals mostly met; changes for future vaguely stated.	Goals barely met. No changes stated for future.	Goals not met. 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.
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 total experience.	Little evidence of 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	75 or more	70 to 76	65 to 69	0 or 64

VI. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Students in this course are expected to abide by the provisions of Minnesota State, Winona State, and Department policies, procedures, and guidelines. Should a student's academic or other conduct warrant action, the faculty and University will abide by the principles of due process in addressing this matter in a manner consistent with any applicable policy, procedure, or guideline.

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.

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.

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

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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>

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
- RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

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

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

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

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & 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>.

UCR Learning Center - Rochester - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

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

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

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

DATE	Topics of Discussion & Case Presentations	Deliverables Due
Jan 12 Clinical Goals are due Jan 19	Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits & Supervision. PLEASE NOTE: Site supervisor/Intern student/Instructor visits need arranged as soon as possible after class begins. <i>Grad Prep Visitors: Sam Seefeld, Kattie Tibbs, Danielle Anderson, Nancy Miller and David Scales</i>	1. Proof of Liability Insurance due 2. Internship Agreement due 3. Student Information form due
Jan 19 School Goals are due Jan 26	Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits & Supervision. PLEASE NOTE: Site supervisor/Intern student/Instructor visits need arranged as soon as possible after class begins.	1. Proof of Liability Insurance due 2. Internship Agreement due 3. Student Information form due
Jan 26 Clinical	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Feb 2 School	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Feb 9 Clinical	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Feb 16 School	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Feb 23 Clinical	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Mar 2 School	Formal Case Presentations/Check-ins Mid-Term CCS Self Eval by Student Due Site Supervisor CCS is due	Attendance & Preparation for Class Discussion/Supervision
Mar 16 Clinical	Formal Case Presentations/ Check -ins	Attendance & Preparation for Class Discussion/Supervision
Mar 23, School	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision

Mar 30 Clinical	Formal Case Presentations/ Check-ins	Attendance & Preparation for Class Discussion/Supervision
Ap 6 School	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
Ap 13 Clinical	Formal Case Presentations/ Check-ins	Attendance & Preparation for Class Discussion/Supervision
Ap 20, School	Formal Case Presentations/Check-ins	Attendance & Preparation for Class Discussion/Supervision
May 4 BOTH Clinical and School Formal Case Presentations/ Check-ins Final report signed by site supervisor is due in Tevera Final CCS evaluation and site supervisor visit scheduled with student, supervisor and instructor is due. Site Evaluation due in Tevera Course Evaluation due on Qualtrics Survey. Reflective Paper due on D2L		Attendance & Preparation for Class Discussion/Supervision