

Fall 2023

CE 690 Syllabus: Counseling Internship


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Winona State University

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Winona State University Counselor Education Department CE 690: Counseling (300/600 Clock Hours) Semester Hours: 3-6		
Course Location	Helble Hall 343, Winona Campus	
Instructor	Dawnette Cigrand, Ph.D. Preferred Pronouns: <i>She, her, hers</i> Preferred Title: Dr. Cigrand	
Instructor Phone & E-Mail	507.457.5336 (w) or 319.480.5725 (c – for emergencies only); dcigrand@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 350	
Instructor Office Hours:	Mondays and Thursdays 11am-4pm via Zoom https://minnstate.zoom.us/my/cigrandwsuced or by appointment	

COURSE INSTRUCTOR INFORMATION

Dawnette Cigrand, Ph.D. is a professor and chair of the Counselor Education Department. She earned a B.A. in English and Secondary Education from Cornell College (1992), and an M.A. in School Counseling (2000), and a Ph.D. in Counselor Education (2011) from the University of Iowa. Before becoming a professor, she was a school counselor and teacher in PK-12 schools for 14 years. Her research interests include school-based mental health, school counselor development, and leadership and professional advocacy. She is former president of the Minnesota School Counselor Association, chair of the ASCA Position Statements Committee, and a member of the ACES Ethics Task Force.

I. COURSE DESCRIPTION

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a clinical or school setting. All Internship activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance.

II. COURSE PREREQUISITES

Prerequisites:

Successful completion of the following courses for Clinical Mental Health Counseling: [CE 601 - Foundations of Counseling](#), [CE 615 - Group Theory and Practice](#), [CE 633 - Ethical Practice and](#)

[Social Change](#), [CE 640 - Orientation to Clinical Mental Health Counseling](#), [CE 650 - Diagnosis and Psychopathology of Adults](#), CE 652 – Treatment Planning, [CE 658 - Microskills](#), and [CE 660 - Counseling Theory and Practice](#), and CE 680-Internship.

Successful completion of the following courses for School Counseling: [CE 601 - Foundations of Counseling](#), [CE 615 - Group Theory and Practice](#), [CE 633 - Ethical Practice and Social Change](#), [CE 635 - Orientation to School Counseling](#), [CE 645 - School Counseling Practice](#), [CE 658 - Microskills](#), and [CE 660 - Counseling Theory and Practice](#). Grade only. **Note:** Students must earn a letter grade of B or better in [CE 660 - Counseling Theory and Practice](#) and in CE 680 in order to be admitted to CE 690.

III. COURSE OBJECTIVES

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

Upon completion of this Internship the student will be able:

1. To demonstrate knowledge of developmental stage of clients.
2. To demonstrate treatment planning and case conceptualization that matches the needs of the client.
3. To provide genuine feedback to themselves and their peers for increased professional awareness and development, as well as to demonstrate professional risk taking for the sake of that development.
4. To apply counseling skills effectively in direct service to clients, and in other venues as appropriate.
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 clinical mental health 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 in their reflection, understanding, and application.
8. To demonstrate dispositions congruent with that of an ethically practicing professional.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American Counseling Association. (2014). *ACA Code of Ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

CED Internship and Internship On-Site Supervisor Handbook found here:

<http://www.winona.edu/counseloreducation/Internship-and-internship.asp>

Tevera Software Platform.

CMHC Track

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th edition*. Arlington, VA: American Psychiatric Publishing.

School Counseling Track

American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs, fourth edition*. Alexandria, VA: Author.

Additional materials and resources posted on the related course D2L page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 680 are included.

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. Internship 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				
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		
	LOCATION OF EVALUATION			

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations (CCS-R)	4. Internship 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 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		
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. Internship 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

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including, but not limited to:

- A. Lecture/ discussion & modeling
- B. Use of technology and media including videotapes, films, and Powerpoints
- C. Case presentations with reflective teaming (see assigned reading)
- D. Case studies and responses to structured exercises
- E. Reflective self-evaluations

VII. COURSE EVALUATION METHODS

Deliverables/Assignments	CACREP Core	CACREP CMHC	CACREP SC	Weight** (%)
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
2. Internship Learning Goals	1l, 1m, 5l, 5m	1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d	2l, 2n, 3l, 3n	10
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	20
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

5. Reflective Summary Paper	1l, 1m, 5l, 5m	1b, 1c, 1d, 2c, 2j, 3a, 3b, 3c, 3d	2l, 2n, 3l, 3n	10
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	40 (20% Site Supervisor Evaluation; 20% University Supervisor Evaluation)
**NOTE: Each assignment is scored on a 100-point scale, then weighted using the percentages above.				Total Grade out of 100%

A. Description of Assignments

1. Attendance and Participation (10%)

Attendance and participation in classroom activities, including reflective teaming, 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. Other participation variables, which influence grade include:

- Students' ability to utilize and integrate feedback from instructor, peers, and tape reviews.
- Students' ability for self-reflection and self-critique in providing alternative interventions.

2. Internship Learning Goals (10%)

The Internship student will be required to identify 5 learning goals for the course in consultation with one's university instructor and site supervisor.

The learning goals will:

- be written as SMART goals.
- include a narrative rationale for the goal related to your own professional development.
- describe potential benefits/outcomes for the counselor.
- explain how this goal will impact your clients' outcomes.
- include a self-care goal.

Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

3. Written & Oral Case Presentations (2 x 10% = 20%)

Students will present two cases according to the format outlined below. Student's peers and instructor will provide feedback using the reflective teaming model. The written case presentations will be uploaded D2L at least 1 day before students are scheduled to present in class. See the presentation rubric for a description of content to include in your written/oral case presentations.

4. Case Presentation Work Sample Transcriptions (10%)

To accompany your first case presentation, students will present an audio/video work sample, each of which must include a written transcript of least 8 to 10 minutes of session content. The work sample transcription includes all of the following, and is submitted with the corresponding written case presentation:

- (1) A written transcription of 8 - 10 minutes of the work sample using the **Work Sample Transcription Format**, and
- (2) The written numerical rating of the students' overall performance using the **Work Sample Student Rating Scale**, both of which are described below Appendix A: *Course Rubrics*
- (3) A reflection on the session, discussing the strengths and growth areas in regard to microskills work, session facilitation, and counseling demeanor. (See CCS-R for areas assessed)

All transcriptions due the day of class, and should be uploaded to the corresponding D2L assignment folder at least one day before class. **The audio/video work sample should be recorded into your Teams channel.**

Please note: the entire session should be submitted to the instructor for feedback via Teams; however, only an 8-10 minute clip needs to be transcribed.

5. Reflective Summary Paper (15%)

The Internship student will submit a final summary paper of their Internship experience discussing goals met or not met in Internship, identifying the tasks completed at the Internship site, supervision experiences, critical incidents, other final thoughts related to the Internship experience, the student self-discovery of strengths and growth areas, and evaluation of self-care. Goals should show outcomes using data and discussion (e.g., Goal 1: Provide individual counseling to at least 3 adolescents between the ages of 12-18. Data: Led a total of 5 sessions of individual counseling with a 16-year old client (3) and a 14 year old client (2). Then, discuss strengths and areas for growth to continue to work with this population independently.) Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

6. Instructor and Site Supervisor Evaluations (2x20%=40%)

The university supervisor and the site supervisor will each submit an evaluation of the students' skills and dispositions using the *Counseling Competency Scale-Revised (CCS-R)* at the midterm and the end of the semester which will be reviewed with the student. Signed site supervisor evaluations are due by the last week of class to the corresponding D2L assignment folder on the assigned due date (see course schedule).

NOTE: Students will also complete the *Counseling Competency Scale-Revised (CCS-R)* at the midterm and the end of the semester to provide a self-assessment of their progress. These scores will not be used for course evaluation, but rather for supervision discussions.

B. Grading for 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/Internship course, the student may receive a "C" grade or lower, suggesting the student is *not* ready for internship. In this case and depending on the recommendation of the course instructor with consultation from the site supervisor, the student may need to extend his/her Internship, elect to change to human services professional 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, sincere and thorough

preparation, peer collaboration, cooperation with site supervisors and university supervisors as well reflective practice are aspects of professional leadership and expected of students throughout the course.

GRADING SCALE:

Outcomes for the successful completion of counseling Internship are comprised of two parts:

1. Students must receive a grade of B or better to pass the class according to the grading scale below, which is based on student deliverables 1-5 outlined above.

A= (100-90%); B= (89-80%); C= (79-70%); D=(69% or below)

AND,

2. CCS scores on **both the site supervisor and instructor evaluations** have to meet the minimum target thresholds for acceptable skill and dispositional level at the end of the course to pass this course successfully. Remediation, including repeating the Internship semester, or other recommendations as determined by the department, or dismissal from the program will be considered if target scores are not met.

CCS-R Target Scores

COURSE RUBRICS

Counseling Competency Area	Points Possible	Target Score	Course Assessed
Counseling Skills & Therapeutic Conditions	60 points	48 points or better	CE 680, 690
Counseling Dispositions & Behaviors	55 points	44 points or better	CE 680, 690
Total Score	115 points	92 points or better	CE 680, 690

1. Attendance and Participation Rubric

Criteria	Excellent	Average	Fair	Poor

Individual Participation	Regularly engages in the course which demonstrates desire to learn and integration of program learning.	Occasionally engages in the course which demonstrates desire to learn and integration of program learning.	Rarely engages in the course which demonstrates desire to learn and integration of program learning.	Does not engages in the course in ways that demonstrates desire to learn and integration of program learning.
Reflective Teaming	Regularly responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format.	Occasionally responds with questions, extending or complimenting the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format.	Rarely responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format, or provides feedback that does not align to the case.	Does not add to the case conceptualization of the presenter or does not use Reflective Teaming format.
Attendance	Attends every class. Is always on time and stays until the end of class.	Student 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, OR, 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, OR Frequently comes late or leaves class early.
Total Score	100-90	89-80	79-70	69 or less

2. Internship Learning Goals Rubric

Learning Goals (20)	Excellent (20-18)	Good (17-16)	Average (15-13)	Poor (12-0)
Number of goals	At least 5 goals are present, including a data goal and a self-care goal.	At least 4 goals are present, including a data goal and a self-care goal.	Only 3 goals are present, or is missing a data goal or a self-care goal.	2 or fewer goals are present; or does not include a data goal or a self-care goal.
Self-care	Self-care goal demonstrates a solid plan for personal growth in this area.	Self-care goal demonstrates an adequate plan for personal growth in this area.	Self-care goal does not demonstrate a plan for personal growth in this area.	Self-care goal is unreasonable or not related to self-care strategies.
SMART	All goals are specific, measureable, achievable, & relevant with a clear timeline.	Four goals are specific, measureable, achievable, & relevant with a clear timeline.	Three goals are specific, measureable, achievable, & relevant with a clear timeline.	Two or fewer of the goals are specific, measureable, achievable, & relevant with a clear timeline.
Writing Skills (5)	Excellent (5)	Good (4)	Average (3-2)	Poor (1-0)
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	No incomplete sentences and or	Few incomplete sentences and or awkwardly worded	Several incomplete sentences and or	No complete sentences.

	awkwardly worded sentences.	sentences.	awkwardly worded sentences.	
Professional Writing Style and Structure	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.
Professional Growth (20)	Excellent (20-18)	Good (17-16)	Average (14-12)	Poor (11-0)
Rationale	Provides clear rationale for goals.	Provides rationale for goals; not be clearly substantiated (why needed).	Rationale is either not connected to goals, or not provided for all goals. Learning occurs, and student is willing (not resistant) to try to incorporate new ways of doing, but cannot identify them without direct suggestion, or has difficulty recognizing growth areas consistent with trainee's needs.	Cannot identify a rationale for goals, or none is provided. Learning occurs, but student is unwilling or resistant to try to incorporate new ways of doing, and/or has difficulty recognizing growth areas consistent with trainee's needs.
Challenge	Extends learning beyond comfort zone.	Extends learning beyond comfort zone.		
Creativity	Incorporates <u>novel</u> experiences that impact clientele.	Incorporates experiences that impact clientele.		
Self-awareness	Fits with student identified growth areas.	Fits with student identified growth areas.		
Timeliness (5)	Excellent (5)	Good (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	50-46	45-40	39-29	28-below

3. Case Presentation Rubric & Suggested Format

CASE PRESENTATION RUBRIC

Oral Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)
Client Conceptualization (20; 20-18, 17-16, 15-14, 13 and below)	Rich description 6/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors	Rich description 5/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors	Rich description 4/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors; or loose description of 4-6 factors.	Loose description 3/6 of relevant 1) Identifying Data and 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors.
Treatment Plan/Intervention (20; 20-18, 17-16, 15-14, 13 and below)	Identifies a clear plan that utilizes or plans to use a theory and technique with appropriate considerations for the client's issue.	Identifies a plan with some elements of theory and technique with appropriate considerations for the client's issue.	Identifies a plan with some elements of theory and technique that is either not appropriate for the client, or misses significant considerations for the client's issue.	Cannot formulate a plan with at least one element of theory and technique and/or misses significant considerations for the client's issue.
Engagement in Reflective	Open to feedback from peers and supervisors;	Open to feedback from peers and supervisors;	Open to feedback from peers and supervisors;	Peers' and/or supervisor feedback is not well-

Teaming Supervision (10; 10-9, 8, 7-6, 5)	can articulate a creative oral plan to integrate feedback.	can articulate an oral plan to integrate feedback.	struggles to articulate an oral plan to integrate feedback.	received or received in a defensive manner.
Written Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)
Rationale for Plan (20; 20-18, 17-16, 15-14, 13 and below)	Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and research-based interventions.	Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, without consideration for a research-based intervention.	Loosely articulated rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and does not include a research-based intervention.	No rationale for treatment is given, or does not align to the problem, relevant history or conceptualization.
Reflective Case Discussion (20; 20-18, 17-16, 15-14, 13 and below)	Two interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Two interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	One interventions that can be changed; strengths and/or areas of improvement are vaguely articulated or not aligned with case. Incomplete copy of case presentation is included.	Interventions that can be changed are not identified; and/or strengths and/or areas of improvement are not present. Copy of case presentation is not included.
Transcription Skill Work (10; 10-9, 8, 7-6, 5)	Excellent use of counseling skills is evident throughout tape. All sections included in written report.	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.
Total Score	100-90	89-80	79-70	69-0

CASE PRESENTATION FORMAT (Headings for Case Conceptualization Handout)

Name: (pseudonym) Grade Level or Age:

1. Basic identifying data (significant to case conceptualization):

2. Presenting Problem: What are the complaints, concerns, discomforts noted in this session?
 - a. Client’s perspective
 - b. Order of importance (first, second, ...).
 - c. Precipitating circumstances
 - d. Behavioral description and recurrence (Frequency, Intensity and Duration)

3. Relevant History: Any historical information related to the concern that may be helpful.
 - a. How did your relationship with this student begin?
 - b. Developmental history :
 - c. Contextual factors : Familial, educational, career, physical, emotional, psychological, environmental, etc. :

4. Interpersonal Style:
 - a. Orientation toward others in social environment.
 - b. Interpersonal stance toward counselor, teachers, peers, others.

5. Environmental Factors:
 - a. Sources of Stress:
 - b. Sources of Support:

6. Personality Dynamics:
 - a. Cognitive Factors:
 - b. Emotional Factors:
 - c. Behavioral Factors:

7. Counselor’s Conceptualization of the Problem:
 - a. Central features of the problem?
 - b. Common themes, what ties it all together?
 - c. Diagnosis (provided or recommended, if appropriate):

8. Response to the Client: Your recommendation should be based on the conceptualization of the problem. Your rationale should be clear and tied to the presenting problem, relevant history, assessments, etc.

What would you recommend:

 - a. As an appropriate intervention and why?
 - b. What theoretical approach and techniques are you choosing to use with this student and why?

9. Work Sample Transcription and Work Sample Student Rating

4. Work Sample Transcription Format, Rating Criteria, & Rubric

WORK SAMPLE TRANSCRIPTION FORMAT

Statement (CO = Counselor; CL = Client)	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! Self -Disclosure (SD)
<i>Student reflection: I should have said this: “You are worried, and seem 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: You are in over your head with your spouse, your kids, your full-time job, and grad school. Which of those do you want to discuss now?	RC/AFF/FOC

ABBREVIATIONS FOR SKILL LABELING

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IM
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
Summary	SU	Silence (purposeful)	SI
Client observations	CO	Paraphrasing	PA

WORK SAMPLE RUBRIC

Criteria	Excellent (45-50)	Good (40-44)	Developing (35-39)	Remediation Needed (30-35)	Unacceptable (30-0)

Skill Labels & Rating (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.
Counseling Skills (15)	Excellent skill level demonstrated throughout transcript.	Good skill level demonstrated throughout transcript.	Average skill level demonstrated throughout transcript.	Poor skill level demonstrated throughout transcript.	Unacceptable skill level demonstrated throughout transcript.
Reflection (25)	Insightful identification of strengths and growth areas of microskills, session facilitation, and demeanor.	Identifies strengths and growth areas of microskills, session facilitation, and demeanor accurately.	Identifies strengths and growth areas of microskills, session facilitation, and demeanor inconsistently.	Struggles to identify strengths and or growth areas of microskills, session facilitation, and demeanor.	Reflection is not submitted, or does not address these areas: microskills, session facilitation, and demeanor.
Total Score	25 or more	18 or more	16 or more	14 or more	0 to 18

WORK SAMPLE TRANSCRIPTION STUDENT RATING SCALE (select one)

Unacceptable Skill Level (1): 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.).

Poor Skill Level (2): 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.

Average Skill Level (3): 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.

Good Skill Level (4): 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.

Excellent Skill Level (5): 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.

5. Internship Reflective Summary Paper Rubric

Summary of Experiences (40)	Excellent (40-36)	Good (35-32)	Average (31-28)	Poor (27-0)
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 for all goals.	Successes or challenges clearly stated for 3-4 goals.	Successes or challenges vaguely stated in general.	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 evidence of learning included.	Discussed in depth; evidence of learning vaguely included.	Cursorily discussed, no learning included.	No discussion of experiences, no learning included.
Final Thoughts	Excellent synthesis of Internship experience.	Good synthesis of Internship experience	Fair synthesis of Internship experience.	No synthesis of Internship experience.
Self-Learning	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection
Outcomes (SMART Data)	All goals have been measured using data and are noted in paper.	Three goals have been measured using data and are noted in paper.	Two or one goals have been measured using data are noted in paper.	No goals have been measured using data or are not noted in paper.
Writing Skills (10)	Excellent 10-9	Good 8-6	Average 5-3	Poor 2-0
Writing Style	Thoughts well-articulated using professional style.	Thoughts articulated using professional style.	Thoughts articulated with vacillation between professional and colloquial style.	Thoughts poorly articulated or chiefly colloquial in style.
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.
Total Score	50-45	45-40	39-31	30-0

6. University, Site Supervisor, and Self Evaluations using the CCS-R

Students will be comprehensively evaluated using Counseling Competency Scale – Revised two times during the semester. At mid-term, students will complete the self-evaluation, and your university supervisor (faculty) and site supervisor will also complete the mid-term evaluation. These are formative evaluations to give you feedback on your performance, and will not be a part of your grade for the course. At the end of the course, after your second case presentation has been submitted, the university supervisor and site supervisor will again complete the CCS-R. These evaluations will be a part of your final grade for the course.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement and 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 for 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:

- [Equity and Inclusive Excellence](#) Office, Kryzsko Commons Room 230, 457.5595
- [KEAP Center](#), Kryzsko Commons Room 162, 457.2286
- [Access Services](#) (Services for Students with Disabilities), Maxwell 314, 457.5878
- [WSU Confidential Advocate](#) | Gildemeister 101, 507.457.2965, advocate@winona.edu
- [Affirmative Action](#) and [Title IX](#), Lori Mikl, Somsen 202, 457.2766, lmikl@winona.edu
- [Warrior Success Center](#), Maxwell 314, 457.5878
- [Advising Services](#), Maxwell 314, 457.5878
- [Tutoring Services](#), Krueger Library 220, 457.5680
- [Writing Center](#), Minné Hall 348, 457.5505
- [TRIO Student Support Services](#), Krueger Library 219, 457.5465
- [Counseling and Wellness Services](#), Integrated Wellness Complex 222, 457.5330
- Rochester [Student & Campus Services](#), SS 128, 285.7100, wsurstudentservices@winona.edu
- [Warrior Cupboard](#), Integrated Wellness Complex 130, Aurea Osgood, 457.5427, warriorcupboard@winona.edu

If you or a friend has been a victim of sexual assault, dating violence, domestic violence, or stalking, you can talk to a trained, confidential advocate by calling 507.457.5610. Reach out to the OASIS Advocacy Center for more information about your rights and resources.

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 cell phones, smart watches, and any other electronic devices that make any noise. If you need to keep yours on for emergency purposes, please notify your instructor.

Laptop/PDA Policy: Students may use laptops and other electronic devices in class to take notes, reference powerpoints, and other course documents, and to engage in learning. Similar to other professional settings, students should not be using these devices during formal learning activities to text, tweet, message, or otherwise engage with others in or outside the class unless instructed to do so.

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>.

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: www.winona.edu/rochester/

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and Rochester campuses. WSU Counseling staff can be accessed via the Integrated Wellness Complex 222, or can be reached at 507-457-5330. For more information, go to: <https://www2.winona.edu/counseling-services/>

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, gender identities, disabilities, and sexual orientations. They offer tutoring and a wide range of other resources.

The Warrior Success Center: provides tutoring, access services for students with disabilities, and career guidance. Go to <https://www2.winona.edu/wsc/> or call 507.457.5878.

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>

IX. COURSE SCHEDULE

DATE	Topics of Discussion & Case Presentations	Due to Instructor	Core/CMHC/SC
8.21.2023	<ul style="list-style-type: none"> •Introductions, Course Planning, Syllabus Review; Internship/Internship Handbook Review •Counseling style and professionalism •Learning Goals, self-assessment •Discussion of Site Visits & Supervisor/Supervisee Rights and Responsibilities, Forms. •COVID Accommodations 	<ol style="list-style-type: none"> 1. Internship/Internship Site Approval Form 2. Internship-Internship Agreement 3. Student Information form 4. Proof of Liability Insurance 5. Read Bill of Rights (D2L>Materials>Course content) 	1k, 1l, 1m
8.28.2023-9.10.2023		<ol style="list-style-type: none"> 1. Weekly Log 3 2. Internship Learning Goals due 9.4.2023 3. Schedule and Attend Site Visit (with site and university supervisor) in Outlook 4. Meet for individual supervision with Dr. Cigrand to discuss Internship goals 	
9.11.2023	<ul style="list-style-type: none"> •Legal and Ethical Issues in Counseling •The First Session: Structuring, Rapport, Confidentiality, Communication, and Assessment •Suicide and Substance Use/Risk Screening and Assessment •Case Conceptualization and Treatment Planning, Record Keeping 	<ol style="list-style-type: none"> 1. Weekly Log 5 2. Bring to class: example or plan for suicide risk assessment and crisis response protocol after discussing it with your site supervisor. 3. Read Iowa State Student's suicide 	5l, 5m, 5n, 7c, 7d, 7i, 7j, 7k, 7l /1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c /2e, 2l, 2n, 3h

9.18.2023	University Supervisor also available for individual supervision as needed.		
9.25.2023	<ul style="list-style-type: none"> •Learn and Practice Reflective Teaming •Site Check-ins •Intervention selection, session, treatment, and program planning. 	<ol style="list-style-type: none"> 1. READ: Course readings on Reflective Teaming 2. Weekly Log 7 3. Share one article on a evidenced-based treatment that you have learned about or interested in using with a client. (D2L Discussion Board) 	<i>2a, 2c, 2d, 2j, 3d, 3e</i> <i>/2j, 2k, 3b, 3d, 3e, 3f, 3m,</i>
10.2.2023	University Supervisor also available for individual supervision as needed.		
10.9.2023	Case 1 Presentations (Group 1)	<ol style="list-style-type: none"> 1. Weekly Log 9 2. Case 1 conceptualizations and transcripts (Group 1) 	<i>-1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c</i> <i>/2e, 2l, 2n, 3h</i>
10.16.2023	University Supervisor also available for individual supervision as needed.		
10.23.2023	Case 1 Presentations (Group 2)	<ol style="list-style-type: none"> 1. Weekly Log 11 2. Case conceptualizations and transcripts (Group 2) 3. CCS-R Mid (Self, Site. and University) 	<i>-1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c</i> <i>/2e, 2l, 2n, 3h</i>
10.30.2023	Course instructor is available for distance supervision		
11.6.2023	Case 2 Presentations (Group 1)	<ol style="list-style-type: none"> 1. Weekly Log 13 2. Case conceptualization 2 and transcripts (Group 1) 	<i>-1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c</i> <i>/2e, 2l, 2n, 3h</i>
11.13.2023	Course instructor is available for distance supervision or in-person consultations		
11.20.2023	Case 2 Presentations (Group 2)	<ol style="list-style-type: none"> 1. Weekly Log 15 2. Case conceptualization 2 and transcripts (Group 2) 3. CCS-R Final (Self, Site. and University) due on Tevera 	<i>-1b, 1c, 1d, 2k, 2l, 2m, 3a, 3b, 3c</i> <i>/2e, 2l, 2n, 3h</i>
11.27.2023	Course instructor is available for distance supervision or in-person consultations		
12.6.2023	<ul style="list-style-type: none"> •Successes •Critical Incidents •Goals for Internship 	<ol style="list-style-type: none"> 1. Site Evaluation 2. Internship Weekly Final Report 3. Reflective Summary Paper due 	1k, 1l, 1m
	Course Readings; Due in Tevera; Due in D2L Dropbox		