

Fall 2023

CE 690 Syllabus: Counseling Internship

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Winona State University
 Counselor Education Department
 CE 690-03: Internship
 Semester Hours: 3



Course Location	Mondays, 5-8:00 pm on the following Fall 2023 dates: 8/21, 9/4, 9/18, 10/2, 10/16, 10/30, 11/13, 11/27 RCTC's Science and Technology Bldg., room 118 , and Teams, as needed
Instructor	karen cathey, Ph.D., M.Div., LPC-S (MS), NCC, ACS
Instructor Contact	Phone: 507-457-5341; eMail: karen.cathey-austin@winona.edu ; Zoom: https://minnstate.zoom.us/j/93562259007 (Star I.D. login & passcode needed)
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	354 Helble Hall, Winona Campus Suite 300, WSU-Rochester, Riverside Bldg., 400 S. Broadway Ave.
Instructor Office Hours	(Virtual), Thu., 2-7pm, Fri., 1-6pm, and other times by appointment

I. COURSE DESCRIPTION

This course provides a practical, field-based experience in a school or community 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 internship site supervisor. The expectation of on-site internship 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 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 clients or events in counseling.

- 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

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

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:

- Giving students as much control as possible over their own learning experiences.
- Encouraging students to think critically.
- Sharing personal understanding, principles, and perspectives with students.
- Directing students to a broad variety of readings, resources, and experiences.
- Clarifying concepts and application of process skills.

- Helping in establishing criteria for quality work.
- Providing ongoing supervision and corrective feedback.

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

- Taking control of their learning.
- Reading and synthesizing a broad variety of resources and experiences.
- Relating information to personal experience.
- Collaborating with other class members on the issues.
- Making observations and asking questions.
- 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.

You will gain access to the CCS-R 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. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American Counseling Association. (2014). *ACA Code of Ethics*. <https://www.counseling.org/knowledge-center/ethics> or <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

CED Practicum and Internship On-Site Supervisor Handbook found here:
[Practicum and Internship - Winona State University](#)

Recommended:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing.

American Psychological Association (APA). (2020). *Publication manual of the American psychological association* (7th ed.). Author. ISBN: 978-1-4338- 3216-1

NOTE: All scholarly written work will adhere to the 7th edition of the APA publication manual formatting guidelines. If you don't already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text.

TEVERA

Winona State University Counselor Education Department is implementing an online platform **Tevera** to manage students' formal evaluations and field experience. Once you create the **Tevera** account, the account will be yours after graduation and you can take it anywhere you go. This is specifically significant in CE 658 and CE 615 when you are evaluated mid-term and final term for your progress in the program. This is specifically significant when you are applying for licensure and practicum and internship hours/dates are requested.

Tevera will allow you to:

Search for approved field sites that complement your professional interests and personal strengths.

Apply for and confirm your field placements online.

Track your hours toward graduation and licensure.

Run time tracking reports for your field instructors to sign.

Automate the process for submitting site evaluations, required documents, and other program assessments (e.g., CCS).

IMPORTANT: Once registration is done, take a look at the training videos and articles about the Student Journey to better understand how **Tevera helps you complete your most important tasks, visit [Student Onboarding 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 690 are outlined below: 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 690 are outlined below:

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Attendance, Class Discussion, & Peer Feedback	Case Conceptualization, Presentations, & Work Sample Review	Instructor & Site supervisor Evaluations	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
1l. Self-care strategies appropriate to the counselor role.				X
1m. The role of counseling supervision in the profession.	X	X	X	

5. COUNSELING AND HELPING RELATIONSHIPS				
5l. Suicide prevention models and strategies.	X	X		
5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	X	X		
5n. Processes for aiding students in developing a personal model of counseling.	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		
7k. Use of symptom checklists, and personality and psychological testing.	X	X		
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.	X	X		
2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Attendance, Class Discussion, & Peer Feedback	Case Conceptualization, Presentations, & Work Sample Review	Instructor & Site supervisor Evaluations	Learning Goals & Reflective Summary Paper
1. FOUNDATIONS				
1b. Theories and models related to clinical mental health counseling.	X	X		X
1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	X	X		
1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.	X	X		
2. CONTEXTUAL DIMENSIONS				
2a. Roles and settings of clinical mental health counselors.	X	X		
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial	X	X		

treatment and aftercare, and the mental health counseling services networks.				
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		
2j. Cultural factors relevant to clinical mental health counseling.	X	X		
2k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X	X		
2l. Legal and ethical considerations specific to clinical mental health counseling.	X	X		X
2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	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			
	Attendance, Class Discussion, & Peer Feedback	Case Conceptualization, Presentations, & Work Sample Review	Instructor & Site supervisor Evaluations	Learning Goals & Reflective Summary Paper
2. CONTEXTUAL DIMENSIONS				
2e. School counselor roles and responsibilities in relation to the school	X	X		

emergency management plans, and crises, disasters, and trauma.				
2j. Qualities and styles of effective leadership in schools.	X	X		
2k. Community resources and referral sources.	X	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		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		
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		

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: Lecture/discussion
 Use of technology and media including video, film, and PowerPoint presentations
 Web-based learning
 Case presentations with instructor and peer feedback
 Case studies and responses to structured exercises
 Reflective self-evaluations

Assignments/Expectations	CACREP Standards (CMHC/School)	Points
Proof of liability insurance coverage		
Fieldwork site confirmed		
Required # of hours earned		
Site eVisit scheduled & completed (3x)		
Tevera assignments (track, weekly logs, CCS-R (4x))		
Attendance, Participation, Class Discussion	A8, 10, C5, D6, 9, H1, 4/A2-4, D1, 4-5, J1, K1-3, M2, 6-7, O1	20
Learning Goals	A8, D9/D5, O1-2, 4, P2	10
Case Conceptualization & Presentations (1x individual coun; 1x group coun) (Written & Oral)	A6, B1, C7-8, D1-2, 4-6, 8-9, E3, F1, 3, H1-4, I3, J1-3, K1-3, L1-3/A2,5, B1-2, D1-5, F1-4, H1-2, 4-5, J1-2, K2-3, L1-3, M4, N1-2	200 (100/each)
Work Samples (for each case presentation; 1x individual coun; 1x group coun)	B1, D6, 9, E3, F1, 3, H2-4/B1-2, D1-2, 4-5, F1, H5, J1, L1-3, M4	200 (100/each)
Work Sample Verbatim Transcriptions (for each case presentation; 1x individual coun; 1x group coun)	B1, D6, 9, E3, F1, 3, H2-4/B1-2, D1-2, 4-5, F1, H5, J1, L1-3, M4	30 (15/each)
Reflective Summary Paper	A8, D9/D5, O1-2, 4, P2	10
Instructor and Site Supervisor CCS-R Evaluations (both mid-term and final evaluations) * *Student will also do a mid-term self-evaluation	The Counseling Competencies Scale-Revised (CCS-R) is calculated for Minimum Target Scores. For section 1, <i>Counseling Skills & Therapeutic Conditions</i>, the minimum is 48/60 pts. in all 12 skills areas. For Section 2, <i>Counseling Dispositions & Behaviors</i>, the minimum is 44/55 pts. In all 11 dispositions, for a combined target minimum score of 92/115.	800 (200/each) - 400 Site Supervisor 2 Evaluations - 400 Univ. Supervisor 2 Evaluations
TOTAL		1270 points

Assignments and Attendance

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. **The student is therefore expected to attend all class meetings.** In case of illness or emergency, please notify the instructor prior to class.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions. Complete weekly assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities (flipped classroom). By bringing the materials to class, the student is prepared to share information and insight.

ATTENDANCE: Given the hands-on training nature of this foundational course, it's critical that you are present in every class. Once you have exceeded one absence, your success in this course and learning the foundational material is jeopardized. Contact me ASAP if this will be a problem. Your final grade will be impacted by absences beyond one (1). Additionally, if you miss class, it is your responsibility to obtain missed material and notes from one of your classmates. Lectures, discussions, handouts and other materials that are part of a class meeting are provided by the instructor solely during the class, unless otherwise noted or an emergency occurs.

PARTICIPATION – Being actively involved in class activities involves some level of personal disclosure. It is important that **confidentiality regarding classroom activities be maintained**. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to silence or turn off cell phones and computers before entering class and refrain from sending text messages during class. Participation in class activities is strongly encouraged.

A. Description of Assignments

To further develop your professional identity, in EVERY assignment, where applicable, you are required to use the term “counselor” and “counseling” in all submitted work and not synonyms of those terms (e.g., therapy, therapist).

Show Proof of Professional Liability Insurance in Tevera assignment by 8/25/23.

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

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 Fri., 12/1/23.**

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.

Site eVisits and Engage in Individual Clinical Supervision

The student will gradually assume the duties consistent with expectations of their 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, midpoint, and final meetings requiring the presence of you, the student, your on-site supervisor(s), and the university instructor/faculty supervisor. This meeting can be via Zoom or by phone.

See course schedule below for **due dates** of initial Tevera forms (Agreement form, Student Info form, Pre-application tasks), midterm Tevera forms (Student's & Site Supervisor CCS-R), and final Tevera forms (Internship Weekly Final

Report, Final site supervisor CCS-R, Site & Site Supervisor Eval, Student Verification Form, if applicable, Add Graduation Date in Profile).

Attendance and Participation (20 points)

Attendance and participation in classroom activities are essential for students to fully 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 (verbally or in writing in “Chat”) and providing peer feedback for each peer. 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, self-critique in providing alternative interventions & suggestions to help peers improve and see blind spots.

Learning Goals (10 points)

The internship student will be required to develop and submit 2-3 learning goals, pertinent to this course, in consultation with their instructor and site supervisor. The goals should be measurable and complete (see SMART(ER) Goals Handout). Rewriting them may be required to meet this standard. Upload your goals to the corresponding D2L assignment folder on the assigned due date. (See course schedule).

Written & Oral Case Conceptualization Presentations (100 points/each)

Students will present two case conceptualizations—one individual and one group session they lead— on the client used in their work sample and verbatim transcript assignments below. The case format provided must be used. Student’s peers and instructor may provide feedback or ask questions on your presentation. Student’s Word-formatted typed case conceptualization presentations will be uploaded to D2L as a **Word document** on the day they are to present it in class (*See rubric in Appendix B below*).

Use the term “counselor” and “counseling” in all submitted work and not synonyms of those terms (e.g., therapy, therapist).

Work Sample & Full Recorded Session Showcasing Counseling Skills (100 points/each)

The recorded counseling session—one individual and one group session they lead—upon which students base their case conceptualization presentations will be submitted and shared, in part, with the class. Students will present to class an audible and clear 10-15 minute audio/video work sample/recording.

Students are to be receptive to constructive feedback from their peers and instructor on their strengths and growth areas related to their presented work and are encouraged to use their work sample to elicit helpful feedback where most needed. (*See rubric in Appendix B below and Murdock case conceptualization format listed in D2L Content area of course.*)

The audio/video work sample recording must be:

- From a recording made during the current semester that is at least 30-minutes in length;
- Audible and visually clear; and
- Recorded and uploaded, in its entirety, in student’s **private** CE 690 Teams channel.

Work Sample Verbatim Transcription (15 points/each)

To accompany each 10-15 minute audio/video work sample—one individual and one group session they lead—students will submit a **Word-formatted** typed verbatim transcription of their presented sample using the verbatim transcript format included later in this syllabus. (*See rubric in Appendix B and required format in Appendix A below.*)

NOTE: I will also be listening and evaluating your counseling demonstrated in the full submitted recordings.

The work sample verbatim transcription must be:

- Submitted as a **Word document** in D2L on the day you present your case conceptualization and work sample;
- A typed full verbatim of their 10-15 minute work sample using the **Work Sample Verbatim Transcription Format** in this syllabus; and

- Submitted in D2L the day you present.

YOU ARE REQUIRED TO PRESENT ON YOUR SCHEDULED DAY to prevent earning a 0. You are permitted to change presentation dates with a peer, but the originally-scheduled presenter remains responsible for that spot on the presentation schedule.

Reflective Summary Paper (10 points)

The internship student will submit a final summary paper of their initially-chosen internship goals and internship experience.

Formatting guidelines:

- Word document
- 1-in margins
- APA 7-approved fonts
- Single-spaced with double-space between parts (*See example of format below in Appendix A.*)
- Use items listed below as headings (abiding by APA 7 heading requirements for heading level 2); can abbreviate
- Attend to good writing skills; and
- Bulleted items permitted when appropriate [use ending period; be consistent with use of phrases or sentences, not both, when using bulleted items under a heading area].

INCLUDE THESE ITEMS:

- Discuss the outcome of the goals you set in internship this semester. Goals should show outcomes using data and discussion (e.g., Goal 1: Provide individual counseling to at least 1 adolescent between the ages of 12-18. Data: Co-led 3 sessions of individual counseling with a 16-year-old client.
- Discuss your strengths and areas for growth regarding your goals and other aspects of your counseling work.
- Detail the tasks you completed at your internship site this semester.
- Detail your site supervision experiences this semester.
- Detail what you learned about yourself, including your evaluation of your self-care this semester.
- Discuss your level (high, low, mid-level) of multicultural counseling competence (MCC) with each population, especially marginalized populations, you worked with at your fieldwork site. Remember you may have low MCC with marginalized group and mid-level or low MCC with another group.
- Discuss your ability to use a multicultural orientation (MCO) with each population, especially marginalized populations, you worked with at your fieldwork site.
- Identify 1-2 key critical incidents you experienced—directly or indirectly—at your site this semester.
- Include any additional thoughts related to your internship experience this semester.

[See suggested format in Appendix A below.]

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

Faculty and Site Supervisor Evaluations (800 pts/ 200 each)

The faculty supervisor and the site supervisor will each submit an evaluation of each students' skills and dispositions using the *Counselor Competencies Scale-Revised (CCS-R)* in Tevera. They will be reviewed with the student. **Signed** site supervisor evaluations are due at midterm (midterm CCS-R) and by the last week of class (final CCS-R). **NO EXCEPTIONS.** **No grade can be submitted until these are completed and signed by all signatories in Tevera.**

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,

they may receive a “C” grade or lower, suggesting the student is *not* ready for graduation and independent practice. In this case and depending on the recommendation of the course instructor, the student may need to extend their repeat internship, elect to change to our professional development degree, or withdraw from the CE program. The current retention policy is outlined in the student handbook.

Students will be evaluated regarding the quality and professionalism expected of counseling professionals. Prompt attendance, sincere and thorough preparation, peer collaboration, cooperation with site supervisors and faculty 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: Students must receive a grade of B or better to pass the class according to the grading scale below, which is based on students’ earned grades on assignments/expectations 1-5 outlined above. CCS-R scores on both the site supervisor and faculty supervisor evaluations must meet the minimum target thresholds (total target score of 186 or better) for acceptable skill and dispositional levels to pass this course successfully. Remediation, including repeating internship, or other recommendations.

GRADES WILL BE DETERMINED IN THE FOLLOWING MANNER:

Attendance & Participation	20 points
SMART Learning Goals	10 points
Written & Oral Murdock-Formatted Case Presentations (2)	200 points (100 points each)
Case Work Sample (2)	200 points (100 points each)
Case Work Sample Verbatim Transcription (2)	30 points (15 points each)
Faculty & Site Supervisor CCS-R Evals (4x-Midterm & Final)	800 points (200 points each)
Reflective Paper	10 points
<hr/>	
TOTAL POINTS AVAILABLE – 1270	

Grading scale:

A = 100-90 (1143-1270 pts.)	B = 89-80 (1016-1142 pts.)	C = 79-70 (889-1015 pts.)
D = 69-60 (762-890 pts.)	F = below 60 (below 762 pts.)	

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, ability statuses, and immigration status. 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 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

UCR = University Center Rochester; RCTC = Rochester Community & Technical College

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 507-457-5330. 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>

IX. COURSE SCHEDULE

CURRENT COURSE SCHEDULE*

DATE	TOPIC	ASSIGNMENTS
8/21 Class meets	Introduction; Review syllabus; Schedule presentations; Ques/Ans	
8/28	Instructor available for individual supervision or consultation Learning Goals due in D2L dropbox folder	
9/4	LABOR DAY – NO CLASS	
9/11 Class meets	Formal Case Conceptualization & Work Sample Presentations	All site Tevera forms due Weekly Log Weeks 1-3 due Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
9/18	Instructor available for individual supervision or consultation	
9/25 Class meets	Formal Case Conceptualization & Work Sample Presentations	Weekly Log Weeks 4-5 due Learning Goals due (1 st draft) in D2L dropbox folder, TBD Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
10/2	Instructor available for individual supervision or consultation	
10/9 Class meets	Formal Case Conceptualization & Work Sample Presentations	Weekly Log Weeks 6-7 due Learning Goals due (1 st draft) in D2L dropbox folder, TBD Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
10/16	MIDTERM eVisit scheduled by 10/20/23 MIDTERM CCS-R by self, site supervisor, and faculty supervisor due in Tevera Instructor available for individual supervision or consultation	

10/23 Class meets	Formal Case Conceptualization & Work Sample Presentations	Midterm site supervisor CCS-R evaluation due to Tevera Weekly Log Weeks 8-10 due Learning Goals due (1 st draft) in D2L dropbox folder, TBD Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
10/30	Instructor available for individual supervision or consultation	
11/6 Class meets	Formal Case Conceptualization & Work Sample Presentations	Weekly Log Weeks 11-12 due Learning Goals due (1 st draft) in D2L dropbox folder, TBD Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
11/13	Instructor available for individual supervision or consultation	
11/20 Final class meeting	Formal Case Conceptualization & Work Sample Presentations	Weekly Log Weeks 13-14 due Learning Goals due (1 st draft) in D2L dropbox folder, TBD Presenters' Transcription & Case Conceptualization due in D2L dropbox folder, TBD Full video/audio recording & Source of Work Sample due in CE 680/690 Personal <i>Teams</i> channel
11/27	<p>Logs & Final Report signed by site supervisor due in Tevera Final site supervisor CCS-R evaluation due to Tevera Personal Practicum File Data Verification Form is due to Tevera Site & Site Supervisor Eval due in Tevera</p> <p><u>Reflective Paper</u> due in D2L dropbox</p> <p>Final Weekly Log: Weeks 15-16 due</p> <p>Instructor available for individual supervision or consultation</p>	
	<p>FINAL SITE eVISIT COMPLETED OR SCHEDULED BY <u>Fri., 12/1/23</u></p> <p>ALL FORMS (final Tevera assignments, final CCS-R (2) due by <u>Fri., 12/1/23</u></p> <p>ALL FIELDWORK HOURS TO BE COMPLETED, AT THE LATEST, BY <u>Mon., 12/4/2023</u> & THE ASSOCIATED TEVERA LOGS/TRACKS COMPLETED & SIGNED</p>	

****This schedule is subject to change during the semester due to currently unforeseen issues. Changes will be announced and provided in writing.***

TRANSCRIPT FORMAT TO BE FOLLOWED

Skills Abbreviations to Use

Reflection of feeling	RF	Summary	SUM
Reflection of content	RC	Counselor self-disclosure	SD
Reflection of meaning (RF + RC = RM)	RM	Goal-setting	GS
Eliciting meaning	EM	Caring confrontation	CC
Closed-ended ques	CQ	Immediacy	IMM
Open-ended question	OQ	Interpretation	INTP
Directive (per the list I provided to use in place of questions)	DIR	Affirmation	AFF
Clarification	CL	Advice-giving	AG

Include verbal hesitations, such as “uh,” “ok,” “um,” etc. whenever they occur in the dialogue. They are usually encouragers (ENC).

Use 0.5” margins all around for your transcript document

NOTE: On transcripts/verbatims, **CO** = Counselor; **CL** = Client

_____ (due date)
 _____(point in tape sampled; e.g., 21:13-30:03)

SPEAKER (CO or CL)	VERBATIM (exact words & utterances)	CO’s COUNSELING SKILL USED
CL		
CO	“As we review your dysfunctional thought record homework sheet from last week, I see that you had several times this week when you noticed that you tend to gravitate towards the negative, but you caught yourself once, which is an improvement. And then you questioned your automatic thought when you noticed it just as you practiced with me. You didn’t indicate how disputing the thought worked out for you, so give me an idea of that process for you.	
PS	I would say instead...	
CL		
CO		

Add your Preferred Statement (PS) on a line below your statement that you’re critiquing (see ex. below). PS are required on each transcript.

Your Session Analysis Must Include These Items:

# of Open-ended Questions	# of Closed-ended Questions	# of Clarification Questions	# of Directives	# of Reflections
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NOTE: The goal is 0 questions, especially for closed-ended questions unless a clarification. And reflections should outnumber everything. Reflections and attending are the only skills that build the needed therapeutic relationship because empathy, when present, may be conveyed through those skills.

Write a statement on:

Your strengths in the session

Your areas of improvement in the session

SMART(ER) Goals Rubric

100-90	89-80	79-70	Less than 69
Every required goal meets all 5 requirements of SMART; Included a well-written (grammar, syntax, writing mechanics) statement.	The majority of the goals meets the majority of SMART requirements; Included a moderately well-written (grammar, syntax, writing mechanics) statement.	Half of the required goals meet half of the 5 requirements of SMART; Included a minimally well-written (grammar, syntax, writing mechanics) statement.	Less than half or less meet less than half or less of the 5 requirements of SMART; Included a poorly-written (grammar, syntax, writing mechanics) statement.

ATTENDANCE & PARTICIPATION RUBRIC

	100-90	89-80	79-70	69-60	Less than 60
PARTICIPATION	<p>Actively supports, engages, & listens to peers ongoingly.</p> <p>Arrives fully prepared at every session.</p> <p>Plays an active role in discussions ongoingly.</p> <p>Comments advance the level & depth of the dialogue Consistently.</p> <p>Group dynamic & level of discussion are consistently better because of the student's presence.</p>	<p>Makes a sincere effort to interact with peers ongoingly.</p> <p>Arrives mostly, prepared ongoingly.</p> <p>Participates constructively in discussions ongoingly.</p> <p>Makes relevant comments based on the assigned material ongoingly.</p> <p>Group dynamic & level of discussion are occasionally better, never worse, because of the student's presence.</p>	<p>Limited interaction with peers.</p> <p>Preparation, & therefore, level of participation, are both inconsistent.</p> <p>When prepared, participates constructively in discussions & makes relevant comments based on the assigned material.</p> <p>Group dynamic & level of discussion are not affected by the student's presence.</p>	<p>Virtually no interaction with peers.</p> <p>Rarely prepared.</p> <p>Rarely participates.</p> <p>Comments are generally vague or drawn from outside of the assigned material.</p> <p>Demonstrates a noticeable lack of interest on occasion.</p> <p>Group dynamic & level of discussion are harmed by the student's presence</p>	<p>No interaction with Peers.</p> <p>Never prepared.</p> <p>Never participates.</p> <p>Demonstrates a noticeable lack of interest in the material ongoingly.</p> <p>Group dynamic & level of discussion are significantly harmed by the student's presence.</p>

ATTENDANCE	Attends every class. Is always on time and stays until the end of class. And is visible, clearly attending, throughout the entire class.	Student misses 1 class with a legitimate excuse including proof.	Student misses 1 class without a legitimate excuse &/or without including proof.	Student misses 2 classes.	Student misses more than 2 classes.
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Work Sample & Transcription/Verbatim Rubric

Points	Counseling Skills (see descriptors below)	Strengths & Growth Areas Statements	Transcript/Verbatim	Skills Identification
100-90	Excellent skill level demonstrated in work sample.	Extremely well-written (grammar, syntax, writing mechanics; has 0-4 minor writing errors); Utilized complex thinking skills and deep analysis throughout whole work.	Used required format; Fully accurate and complete verbatim of session, including the inclusion of nonverbal encouragers (uh, um); Completed full analysis of session in the 5 areas required on transcript format; Included preferred statements that show significant improvement.	Fully accurate and complete identification of counseling skills using the correct abbreviations instructor required.
89-80	Good skill level demonstrated in work sample.	Well-written (grammar, syntax, writing mechanics; has 5-6 writing errors); Mostly utilized complex thinking skills and deep analysis mostly.		
79-70	Average skill level demonstrated in work sample.	Moderately well-written (grammar, syntax, writing mechanics; has 7-9 writing errors); Moderately used complex thinking skills and deep analysis.		

69-60	Poor skill level demonstrated in work sample.	Minimally well-written (grammar, syntax, writing mechanics; has 10 writing errors or fewer major errors); Minimally used complex thinking skills and deep analysis.	Used required format; Half of the verbatim is accurate and complete; Closer to half of the analysis of session in the 5 areas required on transcript format; Included half of the needed preferred statements and/or preferred statements are a slight improvement.	Half of the verbatim includes accurate and complete identification of counseling skills using some of the correct abbreviations instructor required.
Below 60	Unacceptable skill level demonstrated in work sample.	Poorly-written (grammar, syntax, writing mechanics; has more than 10 writing errors or fewer major errors); Did not utilize complex thinking skills and deep analysis.	Used required format; Less than half of the session verbatim is accurate and complete; Completed less than half of the analysis of session in the 5 areas required on transcript format; Included less than half of preferred statements and/or preferred statements are no improvement.	Less than half of the identification of counseling skills using less than half of the correct abbreviations instructor required.
		Points deducted for not using the format required.		
	TOTAL			

EXPLANATION OF COUNSELING SKILLS RUBRIC RATING

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, excessive overuse of questions/interrogating, especially “why” questions” and using the cliché “How does that make you feel” question, seeking reassurance from the client, excessive use of the royal “we,” 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.). Demonstrates no multicultural counseling competence (MCC) and a multicultural orientation (MCO) where the client must hide almost all of who they really are and feels that the client is repulsed by their true self. Tone conveys no amount of care for and interest in the client and the client’s concern(s) and leaned solely on saying “I care” and “I understand” without showing it.

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, overuse of questions, especially “why” questions” and using the cliché “How does that make you feel” question, 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. Trainee’s level of MCC and/or MCO is exceedingly low and unresponsive to cultural needs of client thereby creating an environment where the client must

hide much of themselves and feels pitied. Tone conveys exceedingly little amount of care for and interest in the client and the client's concern(s) and leans almost entirely on saying "I care" and "I understand" without showing it.

Average Skill Level (3): Three indicates an ability to demonstrate effective basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor can utilize client information. The trainee asks no more than 1 open-ended or closed-ended question in the short work sample and never "why" questions" or the cliché "How does that make you feel" question. The trainee is beginning to connect with client and foster a therapeutic relationship and understanding. Trainee demonstrates very basic/average level of MCC or MCO in response to cultural needs of client thereby creating an environment where much of the client feels tolerated and some parts accepted. Tone conveys a basic/average amount of care for the client and the client's concern(s) and leans more on saying "I care" or "I understand" than on showing it.

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 uses and adds to client information/story by creating depth. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc. Counselor can help the client understand their own story better than before they began talking. The trainee asks no in the short work sample. Trainee demonstrates good level of both MCC and MCO in response to cultural needs of client thereby creating an environment where the client's whole self feels admired and supported. Tone conveys a good level of care by being considerate, welcoming, interested, and showing more than stating "I care" or "I understand."

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. The trainee asks no question in the short work sample but very effectively uses directive statements in the place of questions to inquire. Trainee demonstrates excellent level of both MCC and MCO in response to cultural needs of client and advances their ability to use and apply both skillfully and effectively thereby creating an environment where the client's whole self feels more than admired and supported but, instead, nurtured and appreciated. Tone conveys an excellent level of care by being warm, sincerely welcoming, very interested, and solely showing that they care without using a cliché like "I understand" or "I care."

Written and Oral Case Presentation Rubric

CATEGORIES	POINTS				
	100-90	89-80	79-70	69-60	Below 60
Organization, Case Areas+ (see descriptors below)	Excellent	Good	Average	Poor	Unacceptable
Behavioral Science Language	Uses objective language throughout entire case.	Uses objective language throughout most of the case.	Uses objective language throughout some of the case.	Uses objective language throughout less than half of the case.	Never or almost never uses objective language in the case.
Theoretical Orientation	Case effectively conceptualized from single theoretical orientation throughout entire conceptualization.	Case effectively conceptualized from single theoretical orientation throughout most of the conceptualization.	Case effectively conceptualized from single theoretical orientation throughout some of the conceptualization.	Case effectively conceptualized from single theoretical orientation throughout less than half of the conceptualization.	Case never or almost never effectively conceptualized from single theoretical orientation conceptualization.
Subject Knowledge	Demonstrated full knowledge of the topic/subject area the entire time.	Demonstrated knowledge of the topic/subject area most of the time.	Demonstrated knowledge of the topic/subject area half the time.	Demonstrated knowledge of the topic/subject area less than half the time.	Demonstrated very little if any knowledge of the topic/subject area essentially the entire time.
Format & Instruction					
MCC	Every time required showed high MCC in verbal and written language.	Most of the time required showed high MCC in verbal and written language.	Some of the time (slightly more than half) required showed high MCC in verbal and written language.	Half of the time required showed high MCC in verbal and written language.	Never showed high MCC in verbal and written language.
Writing	Extremely well-written (grammar, syntax, writing mechanics; has 0-4 minor writing errors); Utilized complex thinking skills and deep analysis throughout whole work.	Well-written (grammar, syntax, writing mechanics; has 5-6 writing errors); Mostly utilized complex thinking skills and deep analysis mostly.	Moderately well-written (grammar, syntax, writing mechanics; has 7-9 writing errors); Moderately used complex thinking skills and deep analysis.	Minimally well-written (grammar, syntax, writing mechanics; has 10 writing errors or fewer major errors); Minimally used complex thinking skills and deep analysis.	Poorly-written (grammar, syntax, writing mechanics; has more than 10 writing errors or fewer major errors); Did not utilize complex thinking skills and deep analysis.

APA	Uses APA 7 where required & has 0-2 errors when used.	Uses APA 7 where required & has 3-4 errors when used.	Uses APA 7 where required & has 5-6 errors when used.	Uses APA 7 where required & has 7-8 errors when used.	Uses APA 7 where required & has 9 or more errors when used.
EYE CONTACT	Maintains eye contact with audience; seldom returns to notes/presentation and never reads presentation/notes except when noting important areas to cover verbatim.	Has good eye contact most (more than half) of the time; reads from notes/presentation rarely.	Makes eye contact half of the time; reads from presentation/notes half of the time.	Occasionally makes eye contact but is rare; reads most of presentation/notes more than half the time.	Reads all or the vast majority of presentation/notes; has no eye contact.
ELOCUTION	Clear voice & correct, precise pronunciations during entire presentation, so that all audience members can hear/understand presentation entire time.	Clear voice, correct pronunciations, & grammar & syntax most of the time; Audience members can hear/understand presentation most of the time.	Clear voice, correct pronunciations, & grammar & syntax half the time; Audience has difficulty hearing/understanding half the presentation.	Voice is low, incorrectly pronounces words; Audience has difficulty hearing/understanding more than half the presentation.	Mumbles, incorrectly pronounces words, & speaks too quietly for vast majority of students to hear/understand essentially the entire presentation.
TOTAL					

Excellent (100-90) –

- Used the Murdock/instructor-provided case format fully.
- Addressed every required part of Murdock/instructor-provided case format.
- Provided high level of support &/or every case answer thoroughly supported.
- Maintained anonymity of CL throughout entire case.
- Used the most current DSM (DSM-5 or DSM-5-TR).
- Every goal meets SMART Goals standard.
- Every intervention addressed associated goal(s).
- Completely clear where and how student's chosen scholarly article was used in case.

Good (89-80) –

Used the Murdock/instructor-provided case format mostly.
Addressed most of required parts of Murdock/instructor-provided case format.
Provided medium-high level of support &/or most of case answers supported.
Maintained anonymity of CL throughout most of the case.
Used DSM 1 step away from latest edition.
Most of goal(s) meets SMART Goals standard.
Most interventions address associated goal(s).
Mostly clear where and how student's chosen scholarly article was used in case.

Average (79-70) –

Used the Murdock/instructor-provided case format somewhat.
Addressed some of required parts of Murdock/instructor-provided case format.
Provided average level of support &/or some of the case answers supported.
Maintained anonymity of CL throughout some (more than half) of the case.
Used DSM 2 steps away from latest edition.
Some of goal(s) meets SMART Goals standard.
Some interventions address associated goal(s).
Somewhat clear where and how student's chosen scholarly article was used in case.

Poor (69-60) –

Used the Murdock/instructor-provided case format partially (less than half).
Addressed half of required parts of Murdock/instructor-provided case format.
Provided poor level of support &/or less than half of case answers supported.
Maintained anonymity of CL throughout half the case.
Used DSM 3 steps away from latest edition.
Half of goal(s) meets SMART Goals standard.
Half of the interventions address associated goal(s).
Partially clear where and how student's chosen scholarly article was used in case.

Unacceptable (Below 60) –

Never or almost never used the Murdock/instructor-provided case format.
Addressed less than half the required parts of Murdock/instructor-provided case format.
Provided unacceptable level of support &/or essentially never supported case answers.
Never or almost never maintained anonymity of CL in case.
Used DSM 4 steps away from latest edition.

Less than half of goal(s) meets SMART Goals standard.

Less than half of interventions address associated goal(s).

Never clear where and how student's chosen scholarly article was used in case.

WRITING ASSIGNMENT RUBRIC

	Score = 1	Score = 2	Score = 3	Score = 4
WRITING MECHANICS	<p>Student's written assignment has 8 or more spelling errors &/or grammatical errors.</p> <p>Selects words inappropriate for context; uses incorrect &/or informal grammar.</p>	<p>Written assignment has 7 misspellings &/or grammatical errors.</p> <p>Can follow the written assignment but has some grammatical errors & use of slang or informal grammar are evident. Some sentences are incomplete, halting, &/or vocabulary is somewhat limited or inappropriate.</p>	<p>Written assignment has 5-6 misspellings &/or grammatical errors.</p> <p>More than half but less than 75% of the sentences are complete & grammatically correct flow together easily. With a few exceptions, words are chosen for their precise meaning. Mostly scholarly language.</p>	<p>Written assignment has 0-4 misspellings or grammatical errors.</p> <p>Only minor errors primarily. Overall easily understood and well executed. Vast majority of sentences are complete, grammatically correct, & flow together easily. Majority of words are chosen for their precise meaning. Scholarly language.</p>
SUBJECT KNOWLEDGE	<p>Student demonstrated very little if any knowledge of the topic/subject area.</p> <p>Presents little or no evidence of valid research; Did not utilize resources effectively; did little or no fact gathering on the topic.</p> <p>Shows little evidence of the combination of ideas.</p> <p>Information included is sufficiently inaccurate that the reader cannot depend on the paper as a source of accurate information.</p>	<p>Student demonstrated knowledge of less than half the topic/subject area.</p> <p>Explanations of concepts, ethics &/or theories are inaccurate or incomplete. There is a great deal of information that is not connected to the paper's thesis.</p> <p>Somewhat indicates evidence of research with sources</p> <p>Combines existing ideas.</p> <p>Enough errors are made to distract a knowledgeable</p>	<p>Student demonstrated knowledge of more than half of the topic/subject area.</p> <p>For the most part, explanations of concepts, ethics, &/or theories are accurate & complete. Some helpful applications of theory, ethics, &/or concepts are included.</p> <p>Indicates evidence of valid research with multiple sources.</p> <p>Combines existing ideas to form new insights.</p>	<p>Student demonstrated full knowledge of the topic/subject area, more than required.</p> <p>Student provides an accurate & complete explanation of key concepts, ethics &/or theories, drawing upon relevant literature.</p> <p>Applications of theory, ethics &/or concepts are included to illuminate issues.</p> <p>Provides evidence of extensive & valid research</p> <p>Combines & evaluates existing ideas to form significant new insights.</p>

	<p>Paper consistently is too elementary or too sophisticated for the audience.</p> <p>Did not utilize resources effectively; did little or no fact gathering on the topic.</p> <p>Demonstrates incomplete knowledge of the topic.</p>	<p>reader, but some information is accurate.</p> <p>Portions of paper are too elementary or too sophisticated for audience.</p> <p>Used the material provided in an acceptable manner but did not consult any additional resources.</p> <p>Demonstrates some knowledge.</p>	<p>No significant errors are made; a few inconsistencies or errors in information.</p> <p>Level of writing is generally appropriate.</p> <p>Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project.</p>	<p>Information is completely accurate; all names & facts were precise & explicit.</p> <p>Level of paper is appropriate for the audience but also stretches the audience appropriately.</p> <p>Went above & beyond to research information; solicited material in addition to what was provided; brought in personal ideas & information to enhance paper; & utilized more than eight types of resources to make paper effective.</p>
INSTRUCTIONS	Student followed very few if any of the requirements/ instructions for the assignment & does not appear to have sufficient grasp of what is required for the assignment.	Student followed less than half of the requirements/ instructions for the assignment.	Student followed more than half the requirements/ instructions for the assignment	Student followed all the requirements/instructions for the assignment.
MULTICULTURAL COMPETENCY (MC) and CULTURAL KNOWLEDGE and UNDERSTANDING	Student demonstrated very little if any knowledge, understanding, and/or accurate application of MC and cultural understanding and knowledge in the assignment.	Student demonstrated knowledge, understanding, and accurate application of MC and cultural understanding and knowledge in less than half the assignment.	Student demonstrated knowledge, understanding, and accurate application of MC and cultural understanding and knowledge in more than half of the assignment.	<p>Student demonstrated full knowledge, understanding, and accurate application of MC and cultural understanding and knowledge</p> <p>Combines & evaluates existing MC ideas to form significant new insights.</p>

		<p>Enough errors in MC information, understanding, & application are made to distract a knowledgeable reader, but some information is accurate.</p> <p>Portions of assignment addressing or that should be addressing culture are too elementary or too sophisticated for audience.</p> <p>Demonstrates minute level of MC knowledge.</p>	<p>For the most part, explanations of MC concepts, ethics, &/or theories are accurate & complete.</p> <p>Combines existing ideas to form new insights.</p> <p>No significant errors are made about cultural information; only a few inconsistencies in cultural information or application.</p>	<p>Cultural information is completely accurate; all cultural terms & facts were precise & explicit.</p>
ORGANIZATION	<p>Reader cannot understand paper because there is no sequence of information.</p> <p>Does not clearly make thesis statement.</p> <p>Uses ineffective transitions that rarely connect points.</p> <p>Paper is choppy & disjointed; no apparent logical order.</p> <p>Ends without a summary or conclusion.</p>	<p>Reader has difficulty following paper because student jumps around.</p> <p>Includes thesis statement.</p> <p>Includes some transitions to connect key points, but there is difficulty in following paper.</p> <p>Several points are confusing.</p> <p>Ends with a summary or conclusion; little evidence of evaluating content.</p>	<p>Student presents information in logical sequence which reader can follow.</p> <p>Introduces the purpose & plan of the paper clearly.</p> <p>Includes transitions to connect key points, but better transitions from idea to idea are noted.</p> <p>Ends with a summary of main points showing some evaluation of the evidence.</p>	<p>Student presents information in logical, interesting sequence which reader can follow.</p> <p>Introduces the purpose & plan of the paper clearly & creatively.</p> <p>Effectively includes smooth, clever transitions—which are succinct but not choppy—in order to connect key points.</p> <p>A few minor points may be confusing</p> <p>Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.</p>

LENGTH	Extremely too long or too short; two+ pages over allotted length; too short resulting in failure to meet most/more than half of assignment's requirement.	One full page over allotted or appropriate length or too brief to meet all assignment's requirements by half.	Half of a page over allotted length or too brief to meet all assignment's requirements but only by a little, less than half.	Within the allotted or appropriate length for assignment to meet all assignment's requirements.
APA USAGE	8 or more errors in APA citations &/or style in the body of the paper &/or references.	7 errors in APA citations &/or style in the body of the paper &/or references.	5-6 errors in APA citations &/or style in the body of the paper &/or references.	0-4 errors in APA citations &/or style in the body of the paper &/or references.
TOTALS				