



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS
RHAB 644 Internship: Graduate Masters Level

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Classroom:

Class Dates:

Class Times:

Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

Sweitzer, F, & King, M.A. (2014). *The successful internship: Personal, professional & civic development* (4th ed). Belmont, CA: Brooks Cole/Cengage Learning.

A Practical Ethics Worktext for Professional Counselors by Charles J. Jacobs, Diana L. Wildermuth, and Ariane Thomas by Springer Publishing: ISBN: 978-0-8261-6533-6, ebook ISBN: 978-0-8261-6534-3

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

CRCC Code of Professional Ethics - <https://crrcertification.com/wp-content/uploads/2020/12/CRCC-Code-Eff-20170101-FINAL.pdf>

Other Requirements: Individual Professional Liability Insurance is required prior to beginning practicum (CACREP Standard 3A)

Course Description:

The supervised internship provides practical training experience in an agency setting. Individual supervision will be provided on-site, while group supervision will be provided on campus. Group

supervision will include case presentations and discussion, review of audio/video tapes, and discussion of related clinical issues.

This course follows integrative course design methods adopted from Fink, L. D. (2013).

Creating significant learning experiences: An integrated approach to designing college courses. San Francisco, CA: Jossey-Bass.

Internship Responsibilities (CACREP 2016, Section 3)

- A. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- B. Internship students complete at least 240 clock hours of direct service.
- C. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- D. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face

covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.

2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications

- c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
- 4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
- 5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator
 - d. Develop a sense of empowerment through service, leadership, and participation in change
 - e. Care for community and environment
 - f. Continue to learn, grow and respond to an ever-changing world
- 6. Engage as a Member of a Diverse and Multi-Cultural World
 - a. Understand one's own culture and its influence on personal identity
 - b. Develop intercultural understanding and an appreciation for commonalities and differences
 - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
 - d. Recognize and value diverse perspectives and the interdependence among cultures
 - e. Demonstrate inclusivity in thought and action
 - f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

| Course Objectives: At the conclusion of this course students will be able to address and understand: | CACREP Standard | MBBHT | Husky Compact | Program Learning Outcome |
|--|--|--------------------------------------|--|---------------------------------|
| Students will identify basic & advanced counseling skills (including MI) | 2g, 3f, 5a, 5b, 5d, 5h, 5j, 5n | 1, 4, 5, 6, 8, 10, 14, 15, 16 | 1c, 1d, 1e, 1f, 2c, 3a, 3b, 3c, 3d | 6 |
| Students will identify multicultural counseling competencies | 2c, 5e, 5d, 5j | 1, 6, 8, 9, 15, 16 | 2a, 2c, 5a, 5b, 5c, 5e | 1,3 |
| Students will acquire documentation skills from intake to termination | 5g, RC-2r | 1, 4, 6, 8, 9, 14, 15 | 1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d | NA |
| Students will create treatment plans and session notes | 5g, 5h, 5i, 5k, RC-1b, RC-3a | 1, 3, 4, 5, 7, 11, 13, | 1a, 1b, 1c, 1d, 1e, 1f, 2c, 2e, 3a, 3b, 3c, 3d | NA |
| Students will examine their developmental growth as a professional counselor | 1c, 1l, 5h, 5n, RC-2a | 1, 2, 3, 9, 10, 12 | 1a, 1c, 1e, 2a, 2b, 2c, 2d, 2e | 6,8 |
| Students will integrate case conceptualization and diagnostic assessment | 3f, 5a, 5b, 5f, 5g, 5i, RC-1b, RC-2d, RC-3l, RC-3m | 7, 9, 11, 12, 13, 14 | 1a, 1b, 1c, 2c, 2d, 2e | 6 |
| Students will connect their theoretical framework to clinical practice | 5f, 5j, 5n | 1, 2, 6, 7, 8, 12, 13 | 1a, 2a, 2b, 2c, 2d, 2e, | 6,7 |
| Students will be ready and excited for clinical practice | 1j,1m, 5n | 1, 3 | 1a, 1b, 1c, 1d, 1e, | NA |
| Students will locate effective treatment techniques and resources for individual cases. | 2g, 3f, 3h, 5d, 5i, 5j, 5k, RC-2i, RC-3k | 1, 2, 4, 6, 7, 9, 10, 11, 12, 13, 14 | 1a, 1b, 1c, 1d, 1e, 2d, 2e | 6,7 |

CACREP 2016 PRACTICUM STANDARDS

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the

supervision of a counselor education program faculty member.

P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don't hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic
- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies

- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Expectations

Student must complete 600 hours of Internship. Of these hours, 240 must be direct client contact to include both individual client contact and group facilitation by leading or co-leading a counseling or psychoeducational group.

You must attend all internship supervision classes during the semester. If you do not attend class, you will need to drop practicum. In the event of an emergency, you may seek permission to attend another practicum section by emailing both Dr. Kuhlman and Dr. Knopf prior to missing the class.

We expect that you conduct yourself as a counseling professional. Be on time, do not leave early, engage in discussion, and be prepared when it's your turn to present. Information shared during practicum should be treated as a confidential session, so you need to make sure you are in secure area with no one present (including family).

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade scale

The *Counselor Competencies Scale-Revised (CCS-R)* assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors (Lambie, Mullen, Swank, & Blount, 2016).

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Students final grade will be either a S = Satisfactory or U = Unsatisfactory

Participation

Students will fill out and submit weekly logs in TEVERA. Weekly logs must be kept up to date at all times and must include a detailed description of practicum activities completed.

See “Procedures for the Rehabilitation Counseling Internship” in the Internship Handbook for additional information.

Ethics Case Review

Each week issues in professional ethics will be addressed through our internship sites. Students will discuss and determine correct courses of action based on our ethical codes using an ethical decision-making model. Information to be presented should include demographics, diagnosis, medical/psychological history, functional limitations, abilities, case planning and expected outcome. Care should always be taken to ensure confidentiality of all clients.

Internship Site Visit Requirements

Each internship site will be evaluated to determine if it meets the criteria to an appropriate practicum site. A minimum of 2 visits to this site are conducted with the student, faculty and site supervisor. When supervising and evaluating distant sites for interns, videoconferencing or tele-conferencing will be used for supervision meetings.

Three CASE ANALYSIS and RECORDINGS with TRANSCRIPTS

All students are required to record (video or audio) counseling sessions with clients from their field sites. Three video recorded counseling sessions will be submitted to the instructor for supervision feedback. Recordings will include a typed transcript, conceptualization, and self-evaluation (*Tevera Counseling Recording Summary* Form) of your counseling skills. These recordings are due Week 4, Week 8, & Final Exam Week. For sites that will not allow recordings, site supervisors must provide live supervision and provide you with an evaluation and feedback for improving your skills.

*All recordings and their handling and disposal must be compliant with HIPAA and FERPA regulations.

Individual Case Review

At various intervals during the semester each student will meet with their professor to review and staff individual clients. The focus should be on case review, use of counseling skills, ethical issues and tape review.

Group Counseling

All students are required to lead one psycho-educational or counseling group (minimum 10 hours).

Case Consultation – 100 points

This class is primarily a case consultation space. The expectation is that you arrive to class ready to actively engage in discussion with your colleagues:

- a. ***Keep all information shared in this space confidential.***
- b. Bring questions about your site, your clients, and topics of professional development. This is your opportunity to get yourself ready for the field, so whatever you need to discuss about the work of counseling, bring here.
- c. Share resources and ideas with the class. Help your colleagues learn by actively engaging in their case presentations, questions, and professional topics.
- d. If your internet allows, keep your camera on. It may be more difficult for your colleagues to share vulnerable topics or ask questions if they are talking to a room of black boxes.
- e. Arrive to class on time, avoid missing classes whenever possible, and stay the entire class. If you miss a colleague's case presentation, you will be asked to review their case write-up and provide feedback outside of class.

Theoretical Framework Paper – 100 points

By the end of the semester, you will need to write a 5-6 page APA paper (excluding title, references, and any tables or appendixes) about your theoretical framework. Cite appropriate resources. Address the following prompts:

- a. Which theory or theories are you currently using the most in your counseling and case conceptualizations? Describe your understanding of this theory (or theories) in terms of the manner in which this theory conceptualizes health and wellness (what is the client supposed to be doing to get “better”) and the evidence-base of this theory (or theories).
- b. What has actual clinical practice taught you about this theory (or theories)? Which elements of the theory (or theories) are you finding to be helpful? Are you noticing any limitations?
- c. What will your ongoing learning about this counseling theory look like as you continue your internship?

Final Presentations

Case Presentation (approximately 45 minutes) - 100 points

Case presentations are part of our career-long learning as counselors. For this class:

- a. Using the format in the syllabus (see Appendix B), create a write-up of your client to provide to the instructor and your colleagues in the class.
- b. Bring a short video recording (approximately five minutes), depicting a portion of the session or an issue about which you need guidance/consultation.

- c. Present your case to the class and facilitate a case consultation discussion. To effectively utilize the consultation space, make sure you are fully prepared on your presentation day, that you have tested the technology if needed, and that you have ***specific questions for the consult team about how to improve your work.***

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.

| Date | TOPIC | READINGS/ASSIGNMENTS DUE* | CACREP STANDARD** |
|----------------|--|--|---|
| Week 1: | Class introduction Discuss CCS-R Discuss paperwork, evaluation, hours Determine Case Presentation Schedule Read Ch. 1 | Discussion Application of EDM | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 2: | Check- In: Discuss progress and feedback Case presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 3: | Check- In: Discuss progress and feedback Case presentation Read Ch. 2 | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 4: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 5: | Check-In: Discuss progress and feedback Case Presentation Read Ch. 3 | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, |

| | | | |
|-----------------|---|---|---|
| | | Complete mid-term evaluation with site supervisor | RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 6: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 7: | Check-In: Discuss progress and feedback Case Presentation Read Ch. 4 | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 8: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 9: | Check-In: Discuss Progress and Feedback Case Presentation Read Ch. 5 | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 10: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 11: | Check-In: Discuss progress and feedback Case Presentation Read Ch. 6 | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Week 12: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | |
| Week 13: | Check-In: Discuss progress and feedback Case Presentation | Discussion Application of EDM presentations | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |

| | | | |
|-------------------------|----------------------|---|---|
| | | Prepare all assignments for submission Complete your final evaluation with site supervisor | |
| Week 14: | Theory Presentations | All work due, if not previously turned in (including Theoretical Framework Paper) | 1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m |
| Final Exam Week: | No class | | |

*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.