**Wake Forest University** **Department of Counseling**

**CNS 744B: Clinical Mental Health Internship I**

**Fall 2023; Wednesdays, 12:15 – 1:45**

**Instructor:** Dr. Erin Binkley

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**Office Hours:** By appointment

## Course Description:

The 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) indicate the need for a comprehensive clinical experience in which students learn strategies to apply theories, develop counseling skills, and counsel diverse clients while under supervision (CACREP 4). In internship, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your setting (e.g., School, or Clinical), including, but not limited to, professional activities, resources, and technology (CACREP 4.D). Internship meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and the supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development. Students are required to submit audio or video recordings and/or participate in live supervision (CACREP 4.C). As a part of Internship (or Practicum), students are required to co-lead a counseling or psychoeducational group (CACREP 4.E).

**CMHC - Learning Outcome Objectives: Knowledge and Skills**

Upon successful completion of this course, you will be able to:

* Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors. (CACREP 4.C,F,L,M,W,X)
* Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school’s overall mission. (CACREP 4.D,F,U,V; 5.C.1-9)
* Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others. (CACREP 4.D; 5. 5.C.1-9)
* Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children.  Those include counseling, coordinating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system support. (CACREP 4.D,E,U,V; 5. 5.C.1-9)
* Students will demonstrate the competency to collect, analyze, use and disseminate data. (CACREP 4.D; 5. 5.C.1-9)
* Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world. (CACREP 4.D,U,V; 5. 5.C.1-9)

## Internship Overview: (CACREP 4. U-X)

The Internship experience is designed to help students further develop the skills required to be an effective counselor while under supervision. You will complete internship courses that together total a minimum of **600** hours of experience in a clinical mental health counseling site, with a minimum of **240** hours of direct client contact. University supervision is included as part of the 600-hour minimum requirement. See your Clinical Experience Manual for an overview, expectations, and examples of direct and indirect service hours. The requirements for each semester of internship are as follows:

* **300** hours of work in an approved clinical mental health setting over a period of one full semester, including:
  + **120** direct client contact hours
  + **14** hours of individual supervision with your site supervisor (i.e., **1 hour** of individual site supervision **per week**; a majority of supervision must be in person).
* **21** hours of group supervision (1.5 hours per week) with your university supervisor and student colleagues. Additional individual supervision may be required at the discretion of your instructor.
* Direct and indirect hours at your site suggest a time-based requirement, but merely completing these hours will not meet the expectations for this course; counseling students must develop clinically, professionally, and personally in order to fulfill the requirements for this course.

**Expectations per WFU Counseling Department as related to CACREP 2024 Standards**

* Understand the complex interactions that characterize professional counseling organizations.
* Analyze policies, schedules, forms, and procedures of professional counseling organizations.
* Conduct yourself as a counseling professional, following an organization’s policies and procedures.
* Conduct yourself based on established professional counseling ethics and related laws.
* Understand diversity, need for advocacy, and social justice issues relevant to society.
* Demonstrate ability to implement counseling and consultation skills related to diversity, advocacy, and social justice issues.
* Understand basic counseling and interviewing skills.
* Perform basic counseling and interviewing skills.
* Perform basic skills when counseling, consulting, or collaborating with individuals and groups.
* Complete necessary client-related documentation (e.g., case notes, client records).
* Demonstrate ability to respond to crisis situations or personal traumas (e.g., suicidal/homicidal ideation or behavior, abuse, natural disasters).
* Understand the various professional roles performed by counselors.
* Perform in the various roles held by professional counselors.

**Recommended Texts and Readings**

Jongsma Jr., A. E., Bruce, T. J., & Peterson, L. M. (2014). *The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates (5 ed.):Wiley.*

**Methods of Instruction may include, but are not limited to:**

●  Role Playing

●  Case Presentations

●  Recording and Critiquing

●  Group Interaction

●  Skill Development Exercises

●  Peer Consultation, including giving and receiving feedback

●  Selected assigned readings about current issues and challenges

●  Self-Assessment

●  Media

**Student Expectations**

1. **Entering and Belonging (CACREP 4.D,G,H):** Become familiar with the site in which you are working. Spend time becoming aware of the complex interactions that characterize the organization. Learn about policies, schedules, forms, and procedures. Your site supervisor will introduce you to staff members. As soon as you have finalized your schedule for being on site, please provide your university supervisor with telephone numbers and other contact information.
2. **Professional Behavior:** You and your site supervisor need to determine your site work hours and any scheduled time off – treat this just like a professional job. You are their employee in legal terms and need to follow all their policies and procedures (e.g., dress code, timeliness to work, who to contact when you will be missing work, confidentiality regulations, ethical and legal issues, record keeping, professional conduct, crisis and abuse reporting procedures). Please ask to see the policy manual within your first week on site. Also, please determine who you report to in instances when your on-site supervisor is not available. Remember you will also be asking for recommendations in the future for jobs, licensure, etc., so think about how you want to be remembered.
3. **Field Experiences:** Provision of clinical mental health counseling services in individual and group settings (see Overview for specific requirements).
4. **Confidentiality:** Information shared during group and individual supervision is confidential and should be treated as such. If you think there is a need to break confidentiality (i.e., duty to warn), consult with your site and university supervisors first.
5. **Skills:** Continue to build upon the skills that you developed in Practicum. Some areas of focus are:
   1. **Individual Counseling.** Practice and continue to improve your basic counseling and interviewing skills with individuals, including structuring a counseling session and following the lead of the client to build a helping relationship. Keep progress notes for all individual counseling sessions in accordance with the site requirements. If you are in a co-counseling role, discuss your observations with your site supervisors and with me.
   2. **Group Counseling.** Observe then co-lead groups before leading them yourself. Be prepared to show your overall plan for the groups, your method of evaluating the groups, and your reactions to the group leadership experience.
   3. **Consultation.** Participate in at least one consultation experience, if possible. This may include parent consultation, consultation with school personnel, peer review at the site, or consultation with other agencies (when appropriate).

**Student Responsibilities**

Note: Failure to complete tasks as assigned may prevent you from being able to complete the course.

1. **Insurance:** Obtain professional liability insurance **prior to beginning practicum and internship**.
2. **Consent to Record form:** Check to see if your site has a written consent-to-record form. If the site doesn’t have such a form, you may use the sample provided on the WFU Counseling Department website and modify as needed in conjunction with your site and university supervisors. **If you are modifying the WFU form or using your site’s form, please submit a blank copy to your university supervisor to review.** Talk with your site supervisor about recording issues. Some sites have special requirements or circumstances. Obtain permission to audio record counseling sessions during your first session with a client. If the client is a minor, the form needs to be signed by a parent or legal guardian. Talk to your site supervisor **BEFORE you send out a consent form to anyone.**
3. **Site Supervisor-Student Recording Agreement form:** You and your site supervisor sign this form in agreement that your signed consent to record forms will remain secured onsite.
4. **Ethical Guidelines for Internship and Practicum Students form:** Please review the form with your site supervisor.
5. **Professional disclosure statement form:** Revise your professional disclosure statement, which identifies you as an internship student from Wake Forest University.
6. **Practicum/Internship Learning Agreement form:** Develop and present an internship agreement signed by the student and the site supervisor and approved by the university supervisor. Negotiation and modification of this contract may be required. Students should submit the completed and signed form, including a description of your site’s crisis protocols, **by the end of the first week of internship**.
7. **Learning Goals form:** Develop and submit a written statement of individual learning goals for internship. Goals should be clearly and specifically articulated and should address issues in the following four areas: specific counseling skills, case conceptualization skills, self-awareness, and professional growth and development.
8. **Recordings:** You will record as many of your client sessions as you are able. You will submit **three client counseling sessions** (approximately 45-50 minutes in length, for a total of approximately 2.25 hours of recorded clinical work). If you are submitting group sessions for review, you must also submit individual sessions as well. Your recordings must be AUDIBLE. INAUDIBLE recordings will NOT be accepted, and you will be asked to produce more recordings. You must use a WFU Zoom Pro to record your sessions. You MUST test your device and Zoom Pro to make certain that the audio is clear and AUDIBLE. Remember, you will need to ensure that you can send the recording to your instructor.

Please remember that it is your responsibility to adhere to the highest standards for privacy, including HIPAA regulations, regarding client confidentiality. Do not include clients’ names or initials in any written communication (e.g., emails, recording review forms).

You are encouraged to record as many sessions as possible. **Your university supervisor and/or lead faculty instructor may request additional recordings and/or transcriptions of sessions at any time in order to assess your clinical skills.**

* 1. Recordings should comply with the host site’s policies.
  2. Students should ensure that clients have signed proper release forms, which include the notification that such recordings may be used for educational purposes.
  3. Listen to your recording before giving it to the faculty supervisor.
  4. All recordings should be accompanied by the Recording Review Form. You must give your supervisor adequate time to review your recording. Please turn it in for review at least 48 business hours prior to your individual/triadic supervision session. (This does not include Saturday/Sunday.)

1. **Case presentations:** Make **at least one oral case presentation** to your supervision group. Turn in the Recording Review Form and your full recording at least 48 hours prior to your presentation. Follow the Guidelines for Oral Case Presentations on the Department website. You should use **one continuous segment of tape approximately 10 minutes long for your presentation**. Make a note on your write up about which 10-minute segment you plan to use. Students will sign up for presentation dates. This will count as one of your three required recordings. Additional opportunities to present cases may be required by your instructors, and/or requested by students. Student requests will be accommodated when time allows.
2. **On-site supervision:** Meet regularly (1x/week for 1 hour) with your site supervisor. \*Note: If there are any urgent, unusual, or otherwise pressing issues that supervisors need to be aware of, please notify your site and university supervisors as soon as possible (don’t wait until your next scheduled supervision meeting).
3. **Self-evaluation:** In lieu of a final examination, submit a self-evaluation paper (4-5 pages) that describes your personal and professional achievements during the internship. Discuss what you learned as a result of this experience and include goals for your next clinical experience.
4. **Participation:** Attend and actively participate in all weekly group and individual supervision sessions. **One absence** in group will be excused without penalty; however, each additional absence may result in a 10% deduction in your final grade. Excessive absences are unacceptable and may result in failure to receive credit for the course. Arriving late, leaving early, driving during session, and not being in a private space during online class and/or supervision meetings are not permitted and will negatively impact your grade. These behaviors will be treated as absences, as well as potential ethical/professional violations. If you are unable to attend a supervision session, please let your university supervisor know as soon as possible, as part of your demonstration of professional behaviors in this course.
5. **Other Forms:** There are several forms you will need to complete throughout the semester. Failure to submit required forms as assigned may prevent you from being able to proceed to internship. Also see checklist at the end of the syllabus.
   1. **Time Log:** Maintain a **weekly** time log recording your field experiences. Your completed time log will be reviewed regularly by your supervisors. Submit a log signed by your site supervisor at midterm and at the end of the semester.
   2. **Recording Review Form:** Submit a completed Recording Review Form with recordings as assigned.
   3. **Student Evaluation of Internship Experience Form:** This form is to be completed at the end of the semester. It provides information about your site and overall experience at your internship.
   4. **Evaluation of University Supervisor:** These confidential forms are available on the Department website. Forms should be emailed to Kisha Garris by the last day of the semester. This form is called “Practicum/Internship Student’s Evaluation of University Supervisor.”
   5. **Site Supervisor Evaluation of Student:** Review, sign, and submit the mid-semester and end of the semester evaluations of student completed by **site supervisor.**
   6. **University Supervisor Evaluation of Student:** Review, sign, and submit the mid-semester and end of the semester evaluations of student completed by university supervisor.

**Evaluation**

All requirements for and interactions regarding this course are opportunities to demonstrate your professional counseling knowledge and behavior. Grades on your midterm and final evaluations are earned based upon our observations of your clinical and professional competence in multiple areas (see evaluation form for specific domains). You will be evaluated on your clinical skills and professional dispositions as demonstrated in: your attendance (including being on time, in an appropriate setting, and with necessary technology); your session recordings and review forms; your contributions to and engagement in individual and group supervision; your openness to and integration of feedback; your timely completion of all course requirements (including all paperwork and required signatures); your professional, timely, and ethical communication with supervisors, clients, and colleagues; and other professional tasks.

Your university supervisor’s midterm evaluation, which will be informed by your site supervisor’s midterm evaluation, will account for **40% of your final grade**. Your university supervisor’s final evaluation, which will be informed by your site supervisor’s final evaluation, will account for **60% of your final grade**. The midterm and final evaluations are based on the CCS-R. Following is a summary of the domains measured:

**Domains assessed in the Counselor Competencies Scale-Revised (Lambie et al., 2015)**

**Primary Counseling Skills**

1. Nonverbal skills

2. Encouragers

3. Questions

4. Paraphrasing

5. Reflecting feelings

6. Summarizing

7. Reflecting Meaning

8. Confrontation

9. Goal Setting

10. Focus

11. Empathy and caring

12.  Respect and compassion

**Counseling Dispositions & Behaviors**

1. Professional ethics

2. Professional behavior

3. Professional and personal boundaries

4. Knowledge and adherence to site and course policies

5. Record keeping and task completion

6. Multicultural competence

7. Emotional stability and self-control

8. Motivation and initiative to learn and grow

9. Openness to feedback

10.  Flexibility and adaptability

11.  Congruence and genuineness

* A: Generally, exceeds expectations
* A-: Generally, meets expectations, exceeds expectations in some areas
* B+: Generally, meets expectations
* B: Generally, meets expectations, near expectations in some areas
* B-: Near expectations in multiple areas and/or below expectations or harmful in one or more key areas

C+: Generally below expectations, near expectations in some areas

* C: Generally below expectations
* F: Harmful in one or more key areas, ethical violations, or other serious dispositional concerns; students who earn a grade of F will be reviewed by the WFU Student Progress Review Committee; students who receive an F at midterm may be immediately removed from their sites

*[Note: Numeric values for midterm and final evaluations are as follows: A=96, A-=91, B+=88, B=85, B-=81, C+=78, C=73, F=0. This scale can be found in Canvas.]*

**Grade Scale for final grades**:

* A: 93-100
* A-: 90-92
* B+: 87-89
* B: 83-86
* B-: 80-82
* C+: 77-79
* C: 70-76
* F: 0-69

*NOTE:  Per Department and University policy, for skills and clinical courses such as this one, a grade below 82.5 will result in the student being required to retake the course.*

**Late Assignments Policy:**

Assignments are due no later than 11:55 p.m. on the day that is listed in the assignments section. Unless arrangements have been made with the course instructors, students who submit late assignments may receive a **10% grade deduction for each day beyond the due date.**

**Academic Policies and Honor Code**

You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the Judicial Affairs website in addition to the WFU Graduate School Honor Code. All work handed in for this course must be your own work. Written or presented contributions from anyone or anything else (including AI sources) must be properly quoted and cited every time they are used. Note: Failure to give credit to other people/programs for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the Graduate Student Academic Honor Code, which can be accessed at the Graduate School website.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University, or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

* Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
* Submission of same term paper to another class without permission.
* Providing another student’s answers during an exam.
* Use of notes or book during exam when prohibited.
* Collaboration on homework or take-home exams when instruction called for independent work.
* Providing test question(s) to student(s) in another section of the class.
* Falsifying records or the fabrication of information and/or citation in an academic exercise.
* Violation of computer policies.
* Using work and/or information generated by an AI program.
* **Plagiarism** is the appropriating or passing off as one’s own work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
* Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

**Disability Accommodation Policy and Procedure**

Wake Forest University provides reasonable accommodations to students with disabilities. If you need an accommodation, then please contact me privately as early in the term as possible. Retroactive accommodations will not be provided. Students requiring accommodations must also consult the Center for Learning, Access, and Student Success (118 Reynolda Hall, 336-758-5929, [class.wfu.edu](https://class.wfu.edu/)).

***Student Learning Outcomes / Key Performance Indicators***

*Assignments submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). There are no official signature assignments for this course; KPI's are assessed using midterm and final supervisor evaluations. Participation in this course and development of related skills and dispositions contribute to proficiency in the following CACREP Standards: I.a, I.b, II.a, III.a, IV.a, V.a, V.b, VI.a, VII.a, VIII.a, IX.a, X.a, and XI.a*

*Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.*

### **Diversity, Equity, and Inclusion:**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion. provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the web page under Affinity & Support. To learn more about WFU’s commitment to diversity, equity, inclusion read the Non-Discrimination Statement and policy on Non-Discrimination on the Basis of Disability.

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face, and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, & Equity (R.I.D.E.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Bias:**

You deserve a community free of bias and discrimination. A bias incident is an act or behavior consciously or unconsciously motivated by the offender’s bias against facets of another’s identity. As stated in the University's Equal Opportunity Policy, these facets include race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.If you experience or witness an incident of bias or discrimination, please visit [Report Bias](https://reportbias.wfu.edu/).

**Emergency Contingency Plan**

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons, and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless internet or phone is inaccessible.

**Additional Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the Wake Forest University Student Handbook.

**Synchronous Class Recording Notice:**

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

* **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.
* **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.
* **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
* **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

**Complaints:**

For complaints in the academic setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department for assistance. The chair will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student’s complaint is not resolved by these procedures, the student should consult with the Office of Academic Advising for assistance. The Associate Dean for Academic Advising will consult with the parties to obtain a resolution. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

<https://bulletin.wfu.edu/undergraduate/wake-forest-college/student-complaints/>

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| **Date Due** | **Assignments** |  | CACREP Standard |
| 8/30 | Obtain professional liability insurance |  | 4.B |
| 9/6 | Ethical Guidelines for Internship Students form  Consent to Record Form  Site Supervisor-Student Recording Agreement  Professional Disclosure Statement  Crisis Protocols  Time Logs |  | 4.D,F,G,H |
| 9/13 | Learning Experience Form  Statement of Learning Goals  Time Logs |  | 4.D,F,G,H |
| 9/20 | Time Logs |  | 4.G,U,V,W,X |
| 9/27 | Time Logs |  | 4.G,U,V,W,X |
| 10/4 | Time Logs |  | 4.G,U,V,W,X |
| 10/11 | Midterm Evaluation from Site Supervisor due  Signed Time Logs  Individual Supervision Meetings |  | 4.A-M,U-X |
| 10/18 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 10/25 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 11/1 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 11/8 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 11/15 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 11/22 | Thanksgiving Holiday, No Class |  |  |
| 11/29 | Time Logs  Case Presentation |  | 4.C,G,U,V,W,X |
| 12/6 | Time Logs  Wrap Up |  | 4.G,U,V,W,X |
| 12/13 | Individual Supervision Meetings  Final Evaluation from Site Supervisor due  Student Evaluation of Internship Experience form  Evaluation of University Supervisor  Signed Time Logs |  | 4.G,U,V,W,X |

*\* Schedule and assignments are subject to change at the discretion of the instructor based on the needs of the class.*