

CPSY 443: Clerkship: First-year experience

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Counseling psychology students' ACE internship: The ACE internship offers Counseling Psychology doctoral students (*CP Interns*) the opportunity to further develop professional skills required by the degree program, and licensing/accrediting agencies, through meaningful engagement with and impact upon first generation and low income college students, and students with disabilities. As student academic success and retention are the overarching goals for all TRIO programs, this internship experience is designed to allow doctoral students to explore their collective interests in issues of prevention and social justice. Additionally, involvement with Loyola's ACE program, at either LSC or WTC campuses, will offer doctoral students increased involvement from Counseling Psychology faculty members.

Course objectives:

This is a graded field experience that allows you to integrate your own coursework with a hands-on service learning experience. The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and social justice issues affecting ethnic minorities and marginalized populations in contemporary American society. This program will focus on underrepresented students in a transition program at the university level.

The course will allow students to:

1. further develop their basic counseling skills;
2. develop a better understanding of inequalities, discrimination, and other community issues facing ethnic minorities and marginalized populations, as well as the correlation with greater societal issues;
3. learn how to promote resilience and success in underrepresented college students;
4. learn how to track student progress, modify treatment plans and goals, and evaluate the outcomes of intervention efforts;
5. acquire an understanding of APA ethical standards and their applications to issues involved in practice;
6. improve their abilities to provide feedback to colleagues and use feedback to improve their clinical skills.

Program requirements

A monthly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course is also designed to provide "real-world" experiences that exercise academic skills and knowledge applicable to each student's program of study and career exploration.

1. Supervision seminar- You will receive a minimum of 90 minutes per month of individual supervision from a licensed psychologist Counseling Psychology faculty member.

2. You will spend a minimum of 5 hours per week working with students. CP Interns will design and implement programs that aim to provide ACE students with strategies for successfully managing competing priorities and reducing stress. Inherent in this aspect of ACE programming is the notion that there are other 'life stressors' that potentially detract from a student's ability to manage time and keep stress levels at a minimum. In discussion, whether group or individual, CP Interns will encourage students to explore and address current struggles related to mental health and/or self-esteem. Specifically, CP Interns will a) work together to design and implement two, all-student workshops each semester (time-management prior to mid-terms and stress-management prior to finals) and b) meet individually with an assigned number of ACE students to further explore successes and challenges students are experiencing.
3. You will maintain an ongoing accounting of your hours and turn in a final hours count at the end of the semester.
4. You will adhere to the APA Ethics Codes.

Reflection papers

1. Goals- Students will outline the goals for the service learning program, including social justice and advocacy, strategies to enhance retention for underrepresented students, and the relationship of the program to long-term professional goals.
2. End of semester- Students will write a paper reflecting on the experiences for the semester. The paper will include social justice and advocacy, strategies to enhance retention for underrepresented students, goals for the subsequent semester, and the relationship of the program to long-term professional goals.

Evaluation

The Counseling psychology faculty supervisor will complete a written evaluation of your work at the end of each semester with input from the TRIO staff. The evaluation provides feedback in terms of therapy skills, ethical behavior, diagnostic/assessment skills, cultural diversity awareness, and professional demeanor.

Grades will be determined by the satisfactory completion of each of the above mentioned requirements as verified through your supervisor's written evaluation. All supporting documentation must be turned into the Instructor during the last week of the semester.

School of Education and University Policies

CONCEPTUAL FRAMEWORK: Professionalism in the Service of Social Justice

As a professional counselor, higher education professional, school psychologist or counseling psychologist you can and should be a vehicle for social justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This course is designed to help you consider social justice as a critical aspect of your professional work.

DIVERSITY

The Counseling Psychology Program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

TECHNOLOGY

In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in

bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:
<http://webapps.luc.edu/biasreporting/>.

Course schedule and readings

September 12- Social justice advocacy

Moody, M., Ybarra, M., & Nabors, N. (2009). Social justice: Diversity in action. In J. L. Chin, (Ed), *Diversity in mind and in action, Vol 3: Social justice matters*, (pp. 1-19). Santa Barbara, Praeger.

Shin, R. Q. (2008). Advocating for social justice in academia through recruitment, retention, admissions, and professional survival. *Journal of Multicultural Counseling and Development, 36*, 180-191.

Vera, Elizabeth M; Speight, Suzette L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist, 31*, 253-272.

October 10- Promoting retention

Dennis, J. M., Phinney, J. S., Chuateco, L. I. (2003). The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students, *Journal of College Student Development, 46*, 223-236.

Smedley, B. D., Myers, H. F., & Harrell, S. P. (1993). Minority-Status Stresses and the College Adjustment of Ethnic Minority Freshmen. *The Journal of Higher Education, 64*, 434-452

Zea, M. C., Reisen, C. A., Beil, C., Caplan, R. D. (1997). Predicting intention to remain in college among ethnic minority and nonminority students. *The Journal of Social Psychology, 137*, 149-160.

November 14

January 30

February 20

March 19

April 16