

Loyola University Chicago

CPSY - School Counseling Practicum – Spring 2011 Lewis Towers Room 605 Mondays, 7:00 – 9:30PM

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Objectives

This course will provide you with supervision of your direct counseling experience at your respective placement sites. Specifically, this course is intended to supplement your on-site supervision experience by allowing you to:

- A. demonstrate knowledge and skills in a variety of school and professional settings (Conceptual Framework Standard CF2)**
- B. expand your understanding of the role of the counselor in a school setting
- C. enhance your basic therapeutic skills
- D. develop a personal counseling philosophy
- E. develop your case conceptualization and treatment planning skills
- F. develop your ability to create school-based counseling curriculum and programs
- G. improve your ability to self-assess your strengths and areas for continued growth through on-going reflection of your work and class experiences
- H. develop a bank of resources, both technological and general, on current topics and issues common to schools

ISBE School Counseling Standards

As a result of participating in the two-semester practicum and internship via CPSY 440/441, the following ISBE school counseling standards will be addressed:

- A. Students will be exposed to interventions designed to promote the academic (Standards 1E-1H), career (Standards 2J-2S), and personal/social (Standards 3H-2S) development of students.
- B. Students will be exposed to counseling curriculum (Standards 4F-4L), crisis intervention (Standard 5C-5F), individual counseling (Standard 6E-6J), group counseling (Standard 7D-7F), student planning (Standard 8E-8I), consultation (Standard 9E-9I), and prevention education (Standard 12C-12D).
- C. Students will have develop an understanding of school counseling calendar which will reflect appropriate time commitments and priorities within a comprehensive developmental school counseling program (Standard 11N).
- D. Students will experience interpreting assessments and applying relevant assessment technology in the academic, career and/or personal/social developmental domains (Standards 13L -13K).

- E. Students will demonstrate skills in developing a therapeutic relationship, establishing counseling goals, using relevant theory in working with students with different developmental concerns, evaluating the outcomes of their interventions and making appropriate referrals (Standards 19G-19N).
- F. Students will demonstrate professional knowledge and skills by working with socially and culturally diverse students (Standards 20G – 20M).
- G. Students will demonstrate a commitment to the values of the school counseling profession and adherence to the ACA and ASCA standards and codes of ethics (Standard 21E-21I).

Conceptual Framework – Professionalism in the Service of Social Justice

As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for 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 will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology

In this course you will use technology to aid you in communicating, accessing resources, and reflecting on professional practice. You will be able to locate journal articles through the library's PsychInfo or ERIC search engines, access resources from Blackboard, and find additional information through website links.

Diversity

Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This course will include discussions of theoretical applications to a diverse population.

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

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/>

Requirements

- a. 350 hours of on site practicum experiences (minimum)
- b. 40% direct service with clients (minimum)
- c. Course forms (**due April 25, 2011; all are required to receive a final grade**)
 1. Hours Verification form
 2. Supervisor Evaluation form
 3. Site Evaluation form
- d. **Reflection Journals - Five one page typed journal/professional experience reflections will be due throughout the semester. Please refer to schedule for due dates.**
 Reflective thought is a highly valued skill within the counseling field. A reflective practitioner will analyze situations, set goals, plan and monitor actions and evaluate results. Journal writing is one effective way to develop reflective practice. To this end, you will be required to submit journals in which you reflect upon your experiences at your site and/or in this course. You should think and write about your reactions and insights to the experiences you have during the semester.

Choose five of the journal topics attached to this syllabus to respond to. Be sure to write the topic at the beginning of each reflection. The journals will be graded on a 4 point scale. A "4" indicates a well constructed, thoughtful, and insightful journal; a "3" indicates an acceptable journal which could have benefited from more depth of thought and/or insight; a "1or 2" indicates a mere summary of the events without proper analysis or application.
- e. **Group Counseling Activity (dates will be assigned on a first-come, first-serve basis; groups begin February 7, 2011):**
 The purpose of this activity is to provide an opportunity to gain practice facilitating a school-based counseling group, and to allow you to apply theory to a "real life" group counseling session.

You are required to facilitate a counseling group activity in class using your colleagues as your clientele. The session should last for a minimum of 30 minutes but should not exceed

45 minutes. You must submit a lesson plan (be sure to make copies for all of your colleagues) which includes the following information:

1. **Title of the Activity**
2. **Objective** – Briefly state the goal or purpose of the activity
3. **Target Population** – Briefly describe the group of students who will be participating in the activity
4. **Applicable Theory** – Provide the name of the counseling theory used and explain how it applies to the objective of the activity
5. **Materials** – List any materials needed for the activity
6. **Summary** – List the steps of the activity

f. Final Project (due dates will be assigned on first-come, first-serve basis; presentations will take place on April 11 and April 18, 2011):

To compliment your experience in this course you will be required to develop and implement a school-based counseling program at your practicum site. The program should be:

1. **Relevant** - to the field of school counseling (at any grade level) and more specifically to either the needs of your school setting and/or to your own professional development
2. **Adaptable** - to both a variety of school settings and to the differing styles of colleagues in the field
3. **Original** - this must be your own work, ideas from other people and sources may be integrated, but the goal is for you to create something new and unique
4. **Goal Oriented** – this project may address either academic or therapeutic goals, just be clear about your goals
5. **Researched** – you should look to a variety of empirical sources to help develop your program

Ideas for programs include: career day, drug prevention programs, college fair, service-learning fair, group counseling curriculums, college application workshops for seniors, etc. Talk to your site supervisor and see if together you can brainstorm a project that would benefit both you and your site. Ideally you will implement this project at your site so that you obtain experience with whatever you create; the object is not to create excess work, but rather to create something meaningful. Think also in terms of using this project as a resume item – what can you do and/or create that will make you stand out as a new counselor?

Your presentation should be a professional and thorough explanation of your experiences with your program from its inception to the assessment of its effectiveness. Your presentation should discuss: your site's need for the program and the goals of the program; counseling theories and research used to develop the program; the target clientele; a description of the actual program (you may include a calendar of activities, memos to faculty and staff, a syllabus, etc.); challenges encountered and how they were addressed; outcomes; and assessment tools. **The presentation should be in powerpoint format. An outline with a list of your references should be provided for your colleagues.**

You will be required to submit a project proposal on February 14, 2011. This proposal should identify the nature of your project, the goals it is intended to meet, and the need it fulfills either for your professional growth and development or for your school site. The proposal does not need to be lengthy, a paragraph or two will suffice. You will need the rest of the semester to more thoroughly develop your ideas and implement the program; the proposal is just to declare your intentions.

g. Self-Evaluation and Counseling Philosophy paper: due April 18, 2011

The purpose of this paper is to provide a reflection and interpretation of the personal and professional significance of your internship. You will also be expected to articulate your personal counseling philosophy.

In this paper you must provide a description of your professional identity as a counselor and what that means to you – this is your vision of the role of the counselor and of how you see yourself in this role. *What ideas will guide you?* Etc. You should also address any progress you have made toward meeting the goal(s) you set at the end of first semester. **This paper should not exceed 5 pages and should be written in APA format.**

Other ideas for making this paper comprehensive include:

1. Reflect on your ability to give and receive appropriate feedback
2. Areas planned for your continued professional growth
3. Strengths you developed throughout the year and weaknesses that you have improved
4. Your overall assessment of your site, your supervisor and your experience

Grading

Your grade for this course will be based on your ethical, responsible performance as a counselor-in-training. You must meet the stated requirements, come prepared for supervision, be open to feedback and guidance from your supervisors, and demonstrate appropriate skills. Failure to fulfill the stated requirements and/or any ethical violations may result in point reductions or a reassessment of your standing in the program. Thus, you are highly encouraged to speak with the instructor if you anticipate problems in the aforementioned areas. Examples of foreseeable concerns include low client attendance, excessive class absences, or on-site conflicts with supervisors or colleagues. In the event that you are unable to meet the direct client contact requirements for this course, you will be given a grade of "I" which will be changed when this requirement is met.

All graded assignments are due at the beginning of class on the appointed date. All written assignments should be typed in APA format. If you are absent, the assignment should be emailed to the instructor on the due date. No late work will be accepted without prior instructor approval.

<u>Assignment Values</u>		<u>Grading Scale (total points)</u>	
Reflection Journals (5)	20 points	95-100	A
Group Counseling Activity	20 points	90-94	A-
Final Project	30 points	85-89	B
Self Evaluation Paper	20 points	75-79	C
Class Participation	10 points	70-74	C-
Total Possible Points	100 points	65-69	D
		60-64	D-

Schedule

January 24	Introduction and course expectations; Review of Developing School-Based Counseling Programs and Counseling Curriculums
January 31	Counseling Students with Special Needs; Journal #1 due
February 7	Alumni Panel; Group #1
February 14	Final Project Proposals due; Groups #2, 3, and 4
February 21	TBD
February 28	Crisis Counseling; Journal #2 due
March 7	NO CLASS – Spring Break
March 14	Group #5; Journal #3 due
March 21	Group #6; Journal #4 due
March 28	Groups #7 and 8; Conflict Resolution/Safe Schools;
April 4	Group #9; Journal #5 due
April 11	Final Project Presentations
April 18	Final Project Presentations; Self Evaluation and Counseling Philosophy Paper due
April 25	Exit Conferences; Course evaluations; Course forms due

Journal Topic Selection List

- Describe your greatest challenge to date. What was it? How did you handle it? What do you wish you had done? What would you do differently in the future?
- Describe your greatest disappointment to date. What happened? Did you see it coming? What could you have done differently?
- Describe your greatest achievement to date. What was it? What do you think made this so successful?
- Describe a student and/or situation that has touched/moved you in some way. Why do you think this affected you so? In what ways (if any) does this help to get you in touch with your own issue (s)?
- Describe what fears still get in your way. What can you do to stop this from happening? What strategies have you tried, or plan to try?
- Describe how you can make “negative contacts” with kids meaningful (for “negative contact” think about when you need to see a student who is failing multiple classes, is not being responsible, or is a discipline concern)
- Describe a mistake you made and the learning that resulted from the mistake.
- Describe the ways in which you have integrated yourself into the school faculty and culture at your site. Why have you chosen to integrate yourself? Based on your experiences this year, what will you do in the future – once you are hired to work at a school?
- Describe your view on school politics and how it impacts both you and the counseling department at your site. Is there something that you or someone else should be doing? Explain.
- Compare and contrast your day-to-day experiences as a school counselor with your training and experience in the school counseling program at Loyola. What did you feel most prepared for? What were you least prepared for?
- Describe your relationship with your on site supervisor. What is his/her strength? Weakness? What more would you like form him/her? What can you offer to him/her? What is the most important thing you have learned from your supervisor?
- Write a letter of advice to a future practicum student. What should this student know? Do? Avoid?