

## **CPSY 442 Practicum III Spring 2011**

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### Course Description

This course is designed to provide you with direct counseling experience and clinical supervision based on your counseling skills and knowledge. The practicum is intended to promote your professional and personal development as a skilled practitioner, capable of applying counseling theory, ethical conduct, and reflective and holistic knowledge in a culturally appropriate and responsive manner. The focus of the course is the implementation of the role of professional counselor in your site setting. This will be enhanced via case presentation, progress/process notes, video/audio tapes, and your application of counseling theory and skills. We will also focus on theory development through examination of empirically based-theories.

### Course Objectives:

The objectives to the course are to help students to:

- a. enhance basic counseling skills
- b. develop your case conceptualization and treatment planning skills with diverse clients
- c. understand how to evaluate the outcomes of your interventions
- d. improve your ability to accurately assess your strengths and areas for continued growth
- e. increase awareness of transference and counter-transference issues
- f. improve ability to develop and evaluate and modify treatment plans and goals
- g. appropriately engage in critique and feedback
- h. demonstrate understanding and application of APA ethical standards of professional conduct
- i. demonstrate understanding of empirically based treatment approaches

### Required text

Sue, D.W., Ivey, A. E., Pedersen, P. B. (1996). *A theory of multicultural counseling and therapy*. Belmont, CA: Thomson Brooks/Cole.

### Requirements:

1. Case conceptualization project- Students will select one theory to use for case review. Students will provide a brief overview of the theory (15 minutes) and then present a case according to the selected theory. The case presentation should include:

- Background of the client
- Nature of the presenting problem/ target behavior
- Etiology of the problem (if applicable)
- Treatment outcomes

2. Theoretical paper

Students will present a poster of their personal theory, and complete a summary paper. Students may choose to summarize one theory from the course or combine theoretical orientations (an eclectic approach), but a clear rationale for the approach must be clearly stated within the text. The theory should include:

- View of human nature
- Description of sources of motivation
- Development of pathology
- Nature of change
- Nature of the client/therapist relationship
- Tools/techniques/interventions utilized
- Types of clients best served
- Cultural and contextual factors
- Strengths and limitations of the approach

Paperwork. The hours verification form, supervisor's evaluation, and your site evaluation must be turned in at the exit interview.

#### Grading Policy

Grades will be determined by the satisfactory completion of each of the above-mentioned requirements in addition to class participation, attendance and adherence to Ethical and Professional Standards. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars.

Students are expected to:

1. be self-initiating
2. be introspective, open and receptive to feedback
3. be flexible in making appropriate changes in response to feedback
4. be aware of and demonstrate behavior consistent with the ethical standards of ACA and of a caliber necessary to maintain effective professional relationships
5. demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors
6. maintain acceptable written records and reports of professional activities as required by the department and site supervisors

Supervision Format

Client's first name(s) \_\_\_\_\_ Age \_\_\_\_\_

Counselor's name \_\_\_\_\_

Date \_\_\_\_\_ Session # \_\_\_\_\_

Next appointment date \_\_\_\_\_ Theoretical Orientation \_\_\_\_\_

Supervision mode: Case Presentation \_\_\_\_ Audio Tape \_\_\_\_ Video Tape \_\_\_\_\_

SYSTEMIC BARRIERS TO TREATMENT:

STATEMENT OF THE PROBLEM:

SUMMARY OF SESSION (CONTENT):

SUMMARY OF SESSION (PROCESS):

EVALUATION OF GOAL ATTAINMENT TO DATE:

GOALS FOR FUTURE SESSIONS:

WHAT DO YOU AS THE THERAPIST WANT HELP WITH IN SUPERVISION:

## Course Outline

Full class group sessions will be the format for the semester classes. Be prepared to present taped sessions for discussion and supervision. The rotation of presentations will be based on identified sub-groups to be assigned during the first session.

<u>Week</u>	<u>Topic and assignment</u>
January 24	Introduction/procedures
January 31	Chapter 1, Chapter 2- Proposition 1, Proposition 2
February 7	Chapter 2- Proposition 3, Proposition 4
February 21	Chapter 2- Proposition 5, Proposition 6
February 28	Chapter 5- Indigenous healing
March 7	Spring break
March 14	Chapter 6- Theory, Chapter 7- Practice
March 21	Chapter 10- Ethnocentrism
March 28	Chapter 11- African American
April 4	Chapter 12- Native American
April 11	Chapter 13- Asian American
April 18	Chapter 14- Latino
April 25	Chapter 15- Women, Exit Interviews and Wrap up

## **University Policies**

### **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](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](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/>

## School of Education Policies

### **School of Education's conceptual framework**

*Professionalism in the Service of Social Justice:* As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge base and skills as a school counselor in an ethical and reflective manner in order to promote 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.

*Conceptual Framework Standard:*

This course meets standard CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

*Technology:* In this course, you will use technology to aid you in communicating and locating resources. We will use Blackboard for communication, posting assignments, and for in-between class discussions.

*Diversity:* Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. This class is designed to facilitate your development as a multiculturally competent professional who is able to work effectively with diverse clients and communities.