

Loyola University Chicago  
CPSY 440-004 – Practicum – Fall 2016  
Corboy Law Center -- Room 302  
Monday 7:00 – 9:30PM  
August 29, 2016 – December 12, 2016

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Office hours: By appointment

## **Objectives**

This course will provide you with supervision for your direct counseling experience at your respective placement sites. The following IDEA objectives will be met:

- A. Learning to apply course material to improve thinking, problem solving and decision making
- B. Developing specific skills, competencies and points of view needed by professionals in the school counseling field
- C. Acquiring an interest in learning more by asking questions and seeking answers

Specifically this course is intended to supplement your on-site supervisory experience by allowing you to:

- D. Demonstrate knowledge and skills in a variety of school and professional settings (Conceptual Framework Standard CF2)
- E. Expand your understanding of the role of the counselor in a school setting
- F. Enhance your basic therapeutic skills
- G. Develop a personal counseling philosophy
- H. Develop your case conceptualization and treatment planning skills
- I. Develop your ability to create school based counseling curriculum and programs
- J. Improve your ability to self-assess strengths and areas for continued growth through on-going reflection of your practicum work and class experiences
- K. Develop a bank of resources, both technological and general, on current topics and issues common to schools

## **Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and or belief that all students can learn. The specific dispositions for this course and the descriptions for the expected behaviors for the dispositions can be found in this syllabus as well as in LiveText for this course.

## **ISBE School Counseling Standards**

As a result of participating in the two-semester practicum and internship via CPSY 440, 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-3S) development of students.
- B. Students will be exposed to counseling curriculum (Standards 4F-4L), crisis intervention (Standards 5C-5F), individual counseling (Standards 6E-6J), group counseling (Standards 7D-7F),

student planning (Standards 8E-8I), consultation (Standards 9E-9I), and prevention education (Standard 12C-12D).

- C. Students will develop an understanding of a 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 academics, career and/or personal/social 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 (Standards 21E-21I).

### **Conceptual Framework = Professionalism in the Service of Social Justice**

As a professional counselor, higher educational 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.

#### **Syllabus Addendum Link:**

<http://luc.edu/education/syllabus-addendum/> This link will direct you to important Loyola University information on the subjects listed below.

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

#### **Conceptual Framework and Conceptual Framework Standards**

Professionalism in the *Social Action through Education*: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge 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. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

## IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation, go to <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

## LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school wide and/or program wide related assessments. You can access more information on LiveText.

## Requirements

- A. 350 hours of onsite practicum experience (minimum)
- B. 40% of hours spent in direct service with clients (minimum)
- C. Completion of course forms (**all due on December 5, 2016 and all are required in order to receive a final grade**):
  - a. Hours Verification Form
  - b. Supervisor Evaluation Form
  - c. Site Evaluation Form
  - d. First 100 hours Evaluation Form (**due October 17, 2016**)

- D. **Reflection Journals** - Five separate 1-2 page typed journal/professional experience reflections will be due throughout the semester (**see 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. 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 "2" indicates a mere summary of the events without proper analysis or application and a "1" indicates an unacceptable entry.

- E. **School Community Paper (due September 26<sup>th</sup>)**:

Students will prepare a 2-4 page paper that summarizes their school community. Factors such as diversity, socio-economic status, attendance, test scores, community support, and parental involvement should be addressed. Based on your understanding of the school community, what potential counseling themes emerge, and what area(s) would benefit from counseling related intervention programs? Please attach a copy of your data sources (i.e. School Report Card or School Improvement Plan) or links to on-line sites.

## **F. Article Presentation and Handout (due October 17<sup>th</sup>):**

To complement your experiences in this course and to provide opportunities to make connections between theory and practice, you are required to critique a professional journal article which addresses current common counseling issues related to the age range/development of the students you serve at your site. Your critique should include a brief summary of the article, a description of the clinical issues presented, intervention options, and how you might best apply your understanding of the issue to your current population of students.

In addition to completing your typed article review, you are also required to give a brief oral review of the article, develop discussion questions to engage your peers in a dialogue related to the issues highlighted in the article, and provide handouts which outline the issues and include referral resource information.

## **G. Artifacts – (see schedule for due dates)**

To assist your understanding of how the school counselor's role can vary from school district to school district each of you will be required to obtain several artifacts related to the school counselor's job at your site. You will need to provide a copy of each artifact to your classmates and participate in a discussion of the various artifacts.

- a. Counselor job description
- b. School crisis plan
- c. Counselor evaluation tool
- d. School profile
- e. Your choice – What document has been most useful, helpful or informative for you?

## **H. Case Presentations (to be presented on November 21<sup>st</sup> and 28<sup>th</sup> with dates to be assigned on a first come, first served basis):**

Each student is required to present one case during the semester. The presentation should include a written component, an oral presentation, and a copy of an empirical article that addresses effective intervention outcomes with the issues you are addressing with your client. You must provide copies of or a link to the article for your classmates when you present. A copy of the article must also be submitted to the instructor along with your written case information.

The written section must contain the following information:

- a. Demographic Data – relevant background and basic demographic information about your client (actual identity is confidential)
- b. Presenting Problem – describe the reason for the referral
- c. Relevant History – describe any background information that relates to the problem
- d. Interpersonal Style – describe how the client relates within the therapeutic setting.
- e. Supports and Stresses – Describe any support system in place for the client and discuss the client's inhibiting stressors
- f. Themes – Describe any themes that have developed in your relationship

- g. Plan – discuss your intervention plan; include a brief description of the specific counseling therapies you considered and or implemented while working with this client
- h. Supervision – Reflect on the supervision you received regarding this client: What was helpful and what was not? What do you wish you had been told?
- i. Personal Reflection – describe the personal and or professional reflective process you experienced while working with this client; include any “aha” moments, frustrations, or concerns you may have experienced
- j. Journal Article – provide a link to a journal article which will connect theory to practice for you on the issues presented in your case study

## **I. Self-Evaluation Paper (due November 28<sup>th</sup>):**

The purpose of this paper is to provide a reflection and interpretation of the personal and professional significance of your internship. Each student will submit a 3-5 page paper that addresses:

1. Strengths you developed throughout the semester
2. Your ability to give and receive appropriate feedback
3. Areas for continued professional growth
4. A description of your professional identity as a counselor and what that means to you
5. Your overall assessment of your site, your supervisor, and your experience thus far

## **Grading**

Your grade for this course will be based on your ethical, responsible performance as a pre-service school counselor. 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 scheduled date. All written assignments should be typed in APA format. All assignments with the exception of the “Artifacts” must be uploaded to Sakai as a Google Doc or Word Doc. Please do not submit as a PDF. If you are absent, the assignment should be uploaded to Sakai on or before the due date. No late work will be accepted without prior instructor approval.**

**Please note that changes to the syllabus are possible if deemed necessary by the instructor.**

School Community Paper	10pts
Artifacts	5pts
Article Critique/Handout	10pts
Reflection Journals (5)	20pts
Case Presentation	25pts
Self-Evaluation Paper	20pts
<u>Class Participation</u>	<u>10pts</u>
	100pts

**Grading Scale**

95-100 A	85-89 B	75-79 C	60-65 D
90-94 A-	80-84 B-	70-74 C-	0 – 59 F

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## Schedule – CPSY 440 Fall Semester 2016 (Bolden Greer)

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
August 29	Introduction, Course Expectations, Building Professional and Collaborative Relationships	
September 5	<b>Labor Day - NO CLASS</b>	
September 12	ASCA Model for School Counseling; Ethics; Duty to Warn, Confidentiality and Informed Consent	Artifact – Counselor Job Description Journal #1
September 19	Communication with Stakeholders; School Records; Case Notes	Journal #2
September 26	Crisis and Self care	Artifact – Crisis Plan School Community Paper
October 3	Clinical Supervision; Counselor Evaluation in Schools	Artifact – Counselor Evaluation tool Journal #3
October 10	<b>Fall Break - NO CLASS</b>	
October 17	Presentation of Articles/Handouts	100 Hour Form Article Handout
October 24	Special Education/504 Plans <b>Guest Speaker, Page Powell</b>	
October 31	College Counseling	Artifact – School Profile Journal #4
November 7	College Counseling – Special Populations	Journal #5
November 14	Psycho-educational groups in schools <b>Guest Speaker, Dr. Anna Hamilton</b>	Artifact – your choice
November 21	Case Presentations	
November 28	Wrap Up; Case Presentations	Self Evaluation Paper
December 5	Individual Conferences	All Course Forms

<b>Disposition</b>	<b>Target (0.000 pt)</b>	<b>Acceptable (0.000 pt)</b>	<b>Unacceptable (0.000 pt)</b>
Interactions IL-LUC-DISP.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.
Course work IL-LUC-DISP.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.
Field work IL-LUC-DISP.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Multicultural Issues IL-LUC-DISP.2	Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.	Candidate demonstrates knowledge of multicultural issues in counseling.	Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.
Multicultural Interactions IL-LUC-DISP.2	Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.	Candidate has the ability to respond to others in a multi-culturally-competent manner.	Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.
Student Development IL-LUC-DISP.3	Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.	Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.	Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.
Student Needs IL-LUC-DISP.3	All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.	Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.	Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.