

**Practicum in Counseling**  
**Fall 2016**  
**CPSY 440-001**  
**Mondays, 4:15-6:45 pm**  
**School of Comm– Room 011**

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Office hours: by appointment or before/after class

#### OBJECTIVES

Practicum I is an experience designed to promote your development as a skilled practitioner capable of applying your knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course provides you with faculty supervision of your direct counseling experience at your respective placement sites and supplements the on-site supervision experience. Your learning will focus on the following:

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

#### IDEA COURSE OBJECTIVES

- a. Learning to apply course material (to improve thinking, problem solving, and decisions)
- b. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- c. Learning to apply knowledge and skills to benefit others or serve the public good.

The IDEA course evaluation link is <http://luc.edu/idea> (Student IDEA Log In).

#### REQUIREMENTS

- (a) 350 hours on site per semester (700 or 1000 cumulative hours, depending on degree)
- (b) 40% of hours are direct service with clients (e.g., individual, group, family counseling; co-therapy; outreach; psychoeducation; workshops that you lead or co-lead for clients; intakes; assessments; crisis intervention; observations; advocacy; consultation)
- (c) 9 journal entries
- (d) case presentation which includes taped segments of your work
- (e) submission of one complete audio taped therapy session for review by instructor
- (f) participation in group and dyadic supervision
- (g) self-evaluation paper: to include your assessment of your strengths, areas in which you have improved over the semester, and areas for continued growth. Length: 5-7 pages
- (h) completion and submission of 100-hour and end-of-semester forms

#### JOURNAL

You will keep a weekly journal of your practicum experiences and submit 9 entries across the course of the semester. The journal entry should be at least 2 full pages (i.e., typed, double-spaced). Use the journal to process your practicum experiences, including successes, frustrations, and anxieties regarding your work with clients, your supervision, and your professional development. For the last entry due November 16th, you are expected to read an article (which will be posted) and reflect on it in your last journal.

#### CASE PRESENTATIONS

You will present one case during the semester in which you summarize your client's issues and progress in counseling. The purpose of this case presentation is to obtain feedback to improve your work. Therefore, you will be expected to prepare a written case summary for your peers (including your goals for the group consultation, specifically, what feedback you would like from the group) and a 5-10 minute audio-taped sample of your work. Videotapes are also acceptable. You will have approximately one hour for the presentation. You will need to protect the identity of your client but present sufficient detail and specific questions about the case (and your performance)

to which your peers can respond.

#### AUDIO TAPE SUBMISSION

You will be required to submit one audio tape of a complete therapy session. The session will be reviewed by the instructor and you will be given written feedback about the session. In addition to the tape, you will be required to submit a written paragraph briefly summarizing your client and describing the specific feedback you would like to receive from the instructor about the work demonstrated in the tape.

#### GROUP AND DYADIC SUPERVISION

You will meet weekly as a group with the instructor and other students at the beginning of the class period. Attendance is mandatory. If you miss a class because of illness or an emergency, it is your responsibility to contact the instructor as soon as possible.

In addition to group supervision, you will be required to participate in weekly dyadic supervision with one of your peers. Dyadic supervision is the time when you will focus on self-exploration, skill development, or acquiring resources that aid your development. You will be expected to tape at least one of your counseling sessions each week and review your own tapes. In preparation for supervision, you will have:

1. Reviewed your tapes,
2. Taken notes on the themes and your internal process,
3. Written down future treatment goals for the client, and
4. Raised questions and issues to discuss in your supervision of the case.

Successful completion of these items will ensure that you are able to come to your supervision sessions with a clear idea of the topics for us to address.

#### SELF EVALUATION PAPER

Complete a 5-7 page final self-evaluation paper that addresses the goals you initially came into the course with, what you did to achieve those goals, what was difficult about the process, how your goals changed throughout the semester, anything that you learned unexpectedly, your strengths as a counselor and the challenges/areas of growth you anticipate in the next phase of your training.

#### FINAL PAPERWORK

It is your responsibility to use the forms provided to you to document your practicum work this semester. You will be expected to make sure that your on-site supervisors complete 100-hour and end-of-the-semester evaluations of your work and that your hours-verification form is complete, signed, and turned in by the end of the semester. It is critical to keep personal copies of these documents for yourself in the event that they are misplaced.

#### ETHICAL BEHAVIOR AND LIABILITY

You are expected to adhere to the ACA ethical standards at all times. If you find yourself facing an ethical dilemma, it is best to be proactive and seek immediate consultation from your supervisors. You are advised to consider purchasing additional personal liability insurance and submit evidence of this insurance to the department.

#### GRADING

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

Your grade for this course will be determined by the following:

Journal Entries	20%
Case Presentation	10%
Audio Tape	10%
Participation and Attendance in Group Supervision	25%
Participation and Attendance in Dyadic Supervision	25%
Self-Evaluation Paper	10%



**ACADEMIC HONESTY:**

Please see <http://www.luc.edu/education/syllabus-addendum/>

**ACCESSIBILITY:**

Please see <http://www.luc.edu/education/syllabus-addendum/>

**ETHICSLINE REPORTING HOTLINE**

Please see <http://www.luc.edu/education/syllabus-addendum/>

**CONCEPTUAL FRAMEWORK:**

Please see <http://www.luc.edu/education/syllabus-addendum/>

This course helps students develop professional knowledge and practice to serve clients within a context of ethics and social justice.

**CONCEPTUAL FRAMEWORK STANDARD CF2:**

Candidates demonstrate knowledge and skills in a variety of school and professional settings.

**LIVETEXT**

LiveText is used to complete the benchmark assessments aligned to the above conceptual framework standards, as well as all other accreditation, school-wide, and program-wide assessments. See

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

**DISPOSITION:**

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 the belief that all students can learn. The specific dispositions for this course are listed below, along with descriptions for the expected behaviors for the dispositions.

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Professionalism IL-LUC-DISP.1</b>	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 exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
	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.
	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students)	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	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
<b>Fairness IL-LUC-DISP.2</b>	<p>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</p> <p>Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.</p>	<p>Candidate demonstrates knowledge of multicultural issues in counseling</p> <p>Candidate has the ability to respond to others in a multi-culturally-competent manner.</p>	<p>Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.</p> <p>Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.</p>
<b>All Students Can Learn IL-LUC-DISP.3</b>	<p>Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.</p> <p>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.</p>	<p>Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

**ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES:**

Please see <http://www.luc.edu/education/syllabus-addendum/>

**DIVERSITY:**

Students in this course are expected to reflect upon how cultural issues affect their clients and the work they do with them. When conceptualizing cases and considering interventions, diversity must be thoughtfully considered and incorporated.

## SCHEDULE – FALL 2016

August 29	Introduction and Organization	
September 5	<b>No Class: Labor Day</b>	
September 12	Check-In Grading and Expectations Assignment Sign-up	
September 19	Check-in Self Care/Wellness	Journal Entry #1 Due
September 26	Check-in Clinical Topics	Journal Entry #2 Due
October 3	Check-in Clinical Topics Case Presentations/Conceptualization	Journal Entry #3 Due
October 10	<b>No Class: Fall Break</b>	
October 17	Case Presentation 1: Audio Tape Submission:	Journal Entry #4 Due
October 24	Case Presentation 2: Audio Tape Submission:	Journal Entry #5 Due
October 31	Case Presentation 3: Audio Tape Submission:	Journal Entry #6 Due
November 7	Case Presentation 4: Audio Tape Submission:	Journal Entry #7 Due
November 14	Case Presentation 5: Audio Tape Submission:	Journal Entry #8 Due
November 21	Case Presentation 6: Audio Tape Submission:	Read Article and write Journal Entry #9 on it
November 28	Clinical Topics	Self-Evaluation Paper Due
December 5	Last Class: Wrap-up	Final Paperwork Due