

Loyola University Chicago
CPSY 440-003 – Practicum
Fall 2016-2017
School of Communication -Room 010
Mondays 7:00 – 9:30PM
8/29/14 – 12/5/2014

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Office hours: Before class or 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 skills in working with others as a member of a team
- D. Developing knowledge and understanding of diverse perspectives, global awareness or other cultures

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

- E. Demonstrate knowledge and skills in a variety of school and professional settings (Conceptual Framework Standard CFS2)
- F. Develop culturally responsive counseling practices (Conceptual Framework Standard CFS2)
- G. Develop your understanding of social justice and ethics within the school counseling field (Conceptual Framework Standard CFS3)
- H. Expand your understanding of the role of the counselor in a school setting
- I. Enhance your basic therapeutic skills
- J. Develop a personal counseling philosophy
- K. Develop your case conceptualization and treatment planning skills
- L. Develop your ability to create school based counseling curriculum and programs
- M. Improve your ability to self-assess your strengths and areas for continued growth through on-going reflection of your practicum work and class experiences
- N. 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 on the last page of 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 and 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 experiences 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.

DIVERSITY

The School Counseling 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.

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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is

reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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 here: [LiveText](#).

Syllabus Addendum Link:

<http://luc.edu/education/syllabus-addendum/> This link will direct you to important Loyola University information on the subjects listed below. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

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

Requirements

- A. 350 hours of onsite practicum experiences (minimum)
- B. 40% of hours spent in direct service with clients (minimum)
- C. Completion of course forms (**all due on December 5th, 2015 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, 2015**)

- 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 26st):**

Each student 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 17th):

To compliment your experiences in this course and to provide opportunities to make connections between theory and practice, you are required to find, read and review a professional journal article which addresses a current, common counseling issue related to the age range/development of the students you serve at your site. Your critique will be oral and 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 article review, you are also required to develop discussion questions to engage your peers in a dialogue related to the issues highlighted in the article, and provide your colleagues with a handout which outline the issues covered in your article and includes 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/informative for you?

H. Case Presentations (to be presented on November 21st and 28th with dates to be assigned on a first come, first serve 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

H. Self-Evaluation Paper (due November 28th):

The purpose of this paper is to provide a reflection and interpretation of the personal and professional significance of your internship. Each student will type 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 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 scheduled date. All written assignments should be typed in APA format. If you are absent, the assignment should be emailed to the instructor on or before the due date. No late work will be accepted without prior instructor approval.

School Community Paper	10%
Artifacts	5%
Article Critique/Handout	10%
Reflection Journals (5)	20%
Case Presentation	25%
Self-Evaluation Paper	15%
<u>Class Participation</u>	<u>15%</u>
	100%

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

Schedule – CPSY 440 Fall 2016 (Schlack)

Date	Topic	Assignment Due
August 29	Introduction, course expectations, building professional and collaborative relationships	
September 5	Labor Day NO CLASS	
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	Fall Break NO CLASS	
October 17	Presentation of Articles/handouts	100 Hour Form Article Handout
October 24	Special Education/504 Plans - Guest Speaker, Page Powell	
October 31	College Counseling	Artifact – School Profile Journal #4
November 7	College Counseling – Special Populations	Journal #5
November 14	Psycho-educational groups in schools Guest Speaker, Dr. Anna Hamilton	Artifact – your choice
November 21	Case Presentations	
November 28	Wrap Up; Case Presentations	Self Evaluation Paper
December 5	Individual Conferences	All Course Forms

Dispositions

	Target (0.000 pt)	Acceptable (0.000 pt)	Unacceptable (0.000 pt)
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.