

Practicum in Counseling
Fall 2017
CPSY 440-003
Mondays, 4:15-6:45 pm
Corboy – Room 204

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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. enhancing basic counseling skills
- b. developing case conceptualization and treatment planning skills with diverse clients
- c. assessing outcome evaluation of your interventions
- d. assessing your strengths and areas for continued growth
- e. developing awareness of transference and counter-transference issues
- f. improving your ability to develop, evaluate and modify treatment plans and goals
- g. further developing your ability to engage in critique and feedback
- h. demonstrating 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 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 one entry (date TBD by instructor), 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. (The client submitted for the audio should be a different one than the one used for the case presentation.)

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. Grade deductions can be made for missed classes.

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 make sure that your practicum work is documented 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 uploaded onto LiveText 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:

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| 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% |

CONCEPTUAL FRAMEWORK:

The SOE is guided by the following overarching framework: Social Action through Education. In this course, you will gain clinical knowledge and learn techniques and practices that positively impact people and systems in a diverse range of communities.

Please see <http://www.luc.edu/education/syllabus-addendum/> for a complete description of the SOE's conceptual framework.

Two specific standards (CF2 and CF4) are addressed in this class.

CONCEPTUAL FRAMEWORK STANDARD CF2:

Candidates apply culturally responsive practices that engage diverse communities.

In this course, you will explore how cultural issues affect your clients and the work you do with them. When conceptualizing cases and considering interventions, diversity will be thoughtfully considered and incorporated. Questions will be asked during case presentations to facilitate this conversation and determine which interventions will work best within a given cultural context and how a particular client's culture may be impacting his/her presentation.

CONCEPTUAL FRAMEWORK STANDARD CF4:

Candidates engage with local and/or global communities in ethical and socially just practices.

In this course, you will gain education about different types of mental health sites that serve a variety of communities. When determining how to work with clients in these diverse settings, ethics and social justice will be at the forefront of case conceptualization and choice(s) of intervention. Questions will be asked during case presentations to facilitate this conversation and determine whether ethics are being adhered to and social justice is being promoted.

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, Inquiry and/or Social Justice. The expected behaviors for the dispositions for this course are listed below.

| | Exceeds Standard (0 pt) | Meets Standard (0 pt) | Partially Meets Standard (0 pt) | Does not Meet Standard (0 pt) |
|---------------------------------|---|---|--|---|
| Interactions IL-LUC-DISP-2016.1 | 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 occasionally 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-2016.1 | 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 occasionally 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. |
| Field work IL-LUC-DISP-2016.1 | 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 | 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 | Candidate occasionally 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 | 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 |

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|---|--|--|--|--|
| | and interaction with supervisors and clients in field placements. | and interaction with supervisors and clients in field placements. | students) via work and interaction with supervisors and clients in field placements. | clients in field placements. |
| Multicultural Issues IL-LUC-DISP-2016.2 | Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling. | Candidate demonstrates knowledge of multicultural issues in counseling | Candidate occasionally demonstrates knowledge of multicultural issues in counseling | Candidate fails to demonstrate a working knowledge of multicultural issue in counseling. |
| Multicultural Interactions IL-LUC-DISP-2016.2 | 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 occasionally 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-2016.3 | 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 has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth, and they are at times able to demonstrate this in their practice. | 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-2016.3 | 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. | Some candidate interactions with clients and students are respectful and occasionally 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. |

LIVETEXT

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

**Loyola University Chicago
School of Education
Syllabus Addendum**

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, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

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***.

SYLLABUS ADDENDUM LINK

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

This link directs you to statements on the essential policies regarding Academic Honesty, Accessibility, Ethics Line Reporting Hotline, and Electronic Communication Policies and Guidelines.

SCHEDULE – FALL 2017

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| August 28 | Introductions and Overview | |
| September 4 | No Class: Labor Day | |
| September 11 | Check-in Grading and Expectations Assignment Sign-up | |
| September 18 | Check-in Self Care/Wellness | Journal Entry #1 Due |
| September 25 | Check-in Clinical Topics | Journal Entry #2 Due |
| October 2 | Check-in Clinical Topics Case Presentation Overview | Journal Entry #3 Due |
| October 9 | No Class: Fall Break | |
| October 16 | Case Presentation 1 Audio Tape Submission 1 | Journal Entry #4 Due |
| October 23 | Case Presentation 2 Audio Tape Submission 2 | Journal Entry #5 Due |
| October 30 | Case Presentation 3 Audio Tape Submission 3 | Journal Entry #6 Due |
| November 6 | Case Presentation 4 Audio Tape Submission 4 | Journal Entry #7 Due |
| November 13 | Case Presentation 5 Audio Tape Submission 5 | Journal Entry #8 Due |
| November 20 | Clinical Topics | Journal Entry #9 Due |
| November 27 | Clinical Topics | Self-Evaluation Paper Due |
| December 4 | Last Class: Wrap-up | Final Paperwork Due |