

Loyola University Chicago
CPSY 440-002 – Practicum
Mondays 7:00 p.m. – 9:30 p.m.
Corboy Law Center - Room 425

Instructor: **Michelle Schlack, Ed.D, LPC, NCC**
Phone Number: Provided in class
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Office Hours: By appointment

Course Description:

This course will provide you with supervision for your direct counseling experience at your respective placement sites. Reflection on practice and competencies for practice in a multicultural world will be developed through class activities and discussions. The following IDEA objectives will be met:

IDEA Objectives Essential to this course

- Learning to apply course material (to improve thinking, decision making and problem solving)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objectives Important to this course

- Acquiring skills in working with others as a member of a team
- Developing knowledge and understanding of diverse perspectives, global awareness or other cultures

IDEA Course Evaluation Link for Students

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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

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Conceptual Framework and Conceptual Framework Standards

Professionalism in the Service of Social Justice: 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/

Technology: In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. E-mail will provide a convenient way for us to communicate with one another in between class meetings. Each week I will send an email with readings and resources for the following week.

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 culturally competent professional who is able to work effectively with diverse clients and communities.

Syllabus Addendum Link: <http://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*.

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

Submission of Assignments: All assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and proper formatting are expected for all assignments. All submitted assignments should adhere to APA Style and are due at the beginning of class on the assigned due date. As this is a graduate level course, late work will NOT be accepted and will result in a grade of zero. Exceptions may be made by PRIOR arrangement with the instructor on a case by case basis.

Professional Behavior: Please be sure to turn off cell phones prior to the start of class. Appropriate use of laptops and/or tablets is permitted in class, however should this become a distraction to you, the instructor or your peers, you may be asked to refrain from further use.

Attendance and Participation

As much of the learning in this course occurs during our class discussions, your attendance and participation is essential and represents a significant portion of your final grade. Therefore, you are expected to attend all class meetings and to actively participate in all class discussions both as a listener and a speaker. Becoming an effective counselor requires exploration of personal values, assumptions and worldviews, while simultaneously learning to understand and respect the values, assumptions and worldviews of others. Thus, in this class students will be expected to discuss their personal views and to be respectful of other's views as well, thereby ensuring a safe space for meaningful learning.

Course 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 forms will be completed through LiveText and all are required in order to receive a final grade)

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 24):

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 online sites.

F. **Article Presentation and Handout** (due October 15):

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 your oral 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. You should cite your article on this handout.

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 19 & 26 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 26):

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

Assignment Weights

Grade Scale

School Community Paper	10 points	95-100 A	90-94 A-
Artifacts	5 Points	85-89 B	80-84 B-
Article Critique/Handout	10 Points	75-79 C	70-74 C-
Reflection Journals	20 Points	60-69 D	
Case Presentation	25 Points		
Self-Evaluation Paper	15 Points		
Class Participation	<u>15 Points</u>		
Total	100 Points		

Class Schedule of Topics/ Assignments

Date	Topics	Assignments Due (at the beginning of Class)
August 27	Introduction, course expectations, building professional and collaborative relationships	
September 3	Labor Day	<u>NO CLASS</u>
September 10	ASCA Model for School Counseling; Ethics; Duty to Warn, Confidentiality and Informed Consent	Artifact – Counselor Job Description Journal #1
September 17	Communication with stakeholders; School records; Case Notes	Journal #2
September 24	Crisis and Self Care	Artifact – Crisis Plan School Community Paper
October 1	Clinical Supervision; Counselor evaluation in schools	Artifact – Counselor Evaluation tool Journal #3
October 8	Fall Break	<u>NO CLASS</u>
October 15	Presentation of Articles/handouts	100 Hour Form Article Handout
October 22	Special Education/504 Plans -	
October 29	College Counseling	Artifact – School Profile Journal #4
November 5	College Counseling – Special Populations	Journal #5
November 12	Psycho-educational groups in schools	Artifact – your choice
November 19	Case Presentations	
November 26	Wrap Up; Case Presentations	Self Evaluation Paper
December 3	Individual Conferences	

CPSY 420, 423, 426, 433, 440, 441, 442, 531 Dispositions Rubric

Learning Objective (LO) / Disposition	Exceeds Standard (3pt)	Meets Standard (2pt)	Partially Meets Standard (1pt)	Does not Meet Standard (0pt)
Professionalism (LUC-DSP-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.
Competency (LUC-DSP-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 AFA 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 AFA ethical principles (counseling psychology students) via performance in course.	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 AFA 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 AFA ethical principles (counseling psychology students) via standard course work performance.
Fieldwork II (LUC-DSP-2016.3)	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 AFA 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 AFA 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 AFA 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 AFA ethical principles (counseling psychology students) via demonstrated professional or unethical conduct with supervisors and clients in field placements.
Multicultural Issues (LUC-DSP-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 issues in counseling.
Multicultural Interactions (LUC-DSP-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 deference and a lack of multi-cultural sensitivity in professional interactions.
Student Development (LUC-DSP-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 (LUC-DSP-2016.3)	All and each interaction 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 or no 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.

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