

**Loyola University Chicago**  
**School of Education**  
**Doctoral Practicum CPSY 442 001**  
**Fall 2018**

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**Office hours: By appointment**  
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Course Overview:

This course is designed to provide you with direct counseling experience and clinical supervision based on your counseling skills and knowledge. The practicum is intended to promote your professional and personal development as a skilled practitioner, capable of applying counseling theory, ethical conduct, and reflective and holistic knowledge in a culturally appropriate and responsive manner. The focus of the course is the implementation of the role of professional counselor in your site setting. This will be enhanced via self-reflection journals and class exercises, case presentations, session review through video/audio tape, and your application of counseling theory and skills. We will also focus on multicultural competence and theory development through examination of evidence-based practices.

Course Objectives:

The objectives to the course are to help students to:

- (1) Enhance basic counseling skills
- (2) Develop your case conceptualization and treatment planning skills with diverse clients
- (3) Understand how to evaluate the outcomes of your interventions
- (4) Improve your ability to accurately assess your strengths and areas for continued growth
- (5) Increase awareness of transference and counter-transference issues
- (6) Improve ability to develop and evaluate and modify treatment plans and goals
- (7) Appropriately engage in critique and feedback
- (8) Demonstrate understanding and application of APA ethical standards of professional conduct
- (9) Demonstrate understanding of empirically based treatment approaches.

IDEA Objectives Linked to Course Evaluation:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Learning to analyze and critically evaluate ideas, arguments, and points of view

Learning to apply knowledge and skills to benefit others or serve the public good

Please refer to this link: <http://luc.edu/idea/> for further information on IDEA Objectives.

## Readings

There are no required texts. Readings will be assigned during the semester, based on the emerging theoretical perspectives of the students enrolled, as well as the clinical needs of the populations they serve.

The Loyola University School of Education's Conceptual Framework: Social Action Through Education. As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in whatever setting you work. This class is designed to help you consider social justice as a critical aspect of your professional work. Specifically, the class will promote the following conceptual framework standards (CFS):  
Candidates apply culturally responsive practices that engage diverse communities  
Candidates engage with local and/or global communities in ethical and socially just practices

## Assignments

Assignments are geared towards helping the students to meet the standards of the Clinical Case Study to be submitted for the culminating portfolio. The aim of the assignments is to: 1) help the students identify their theoretical perspective, 2) use evidence based practice as well as clinical insights to apply their theory to a client problem, 3) assess client progress in treatment, and 4) conceptualize clients from the three main counseling psychology perspectives (social justice/multiculturalism, vocational psychology, and prevention). Students should have the opportunity to explore and practice all 4 of these aims throughout both semesters of the course with multiple clients. Students should then take the skills learned in this course into their next practicum training. The following is a list of assignments for the Fall semester.

### Theoretical Orientation Reflection Paper

Through this paper, students will describe the theory or theories they intend to use while on practicum this year.

The Theoretical Orientation Reflection paper allows students to work on their emerging theoretical orientation while continuing to further evaluate and refine it. Students will use an actual case to present a "course of treatment". Students should include:

- Brief overview of theoretical orientation
- Brief summary of major principles characterizing their theoretical orientation
- Brief summary of major interventions and techniques used by this theoretical framework
- Advantages and limitations of their theoretical orientation

### Case Presentation: Client Conceptualization

Students will write and present in class a case presentation conceptualizing a client from their theoretical perspective. Student should select a relatively new client. Students should allocate 20-30 minutes for this presentation. Please allow time for feedback and discussion. The focus of this presentation is to demonstrate a cohesive theoretical understanding and your ability to translate that theory into practice.

- 1) Brief introduction of client/case and relevant background information
- 2) Detailing of therapeutic atmosphere and roles of clinician and client. (How does your theoretical approach influence these things?)
- 3) Detailing of techniques and interventions utilized during work with client
- 4) Reactions to your work with client and theory or theories utilized
- 5) Students should share a 10 minute recording of their work with the client

#### Case Presentation: Evidence Based Practice

Students should provide a comprehensive summary of Evidence Based Practice (EBP) research applied to a specific client. Student should select a relatively new client. Students should allocate 20-30 minutes for this presentation.

#### Case presentation: Social Justice/Multiculturalism

Students should provide a comprehensive summary of Social Justice/Multicultural literature applied to a specific client. Students should allocate 20-30 minutes for this presentation.

#### Case Presentation: Therapist Use of Self

Students should provide a summary of their work with a client, focusing on therapist-client relationship, looking at how the student is attempting to use their own experience and sense of self as a therapist to meet the client's goals and needs. Student should select a client they have a well-established relationship with. Students should allocate 20-30 minutes for this presentation.

#### Case Analysis Paper

Students should write a paper that conceptualizes a client from their theoretical perspective, discusses the integration of EBP and the therapist use of self/clinical insights into treatment, discusses the assessment strategies used or planned, and the course of treatment thus far.

Student should select a client with whom they are well into the therapeutic process with, if not fully completed.

### Class Participation and Attendance

Class attendance and participation is mandatory. Because the course is structured as a supervision consult group, attendance of the individual members greatly impacts the ability of all class participants to grow and learn. It is hoped that students will act as resources and colleagues to one another throughout the semester, so frequent and consistent interaction is essential to the learning process.

### Paperwork/Clinical Performance

The hours-verification form, supervisor’s evaluation, and your site evaluation must be turned during the final week of classes. Students must receive satisfactory evaluations from their on-site clinical supervisors in order to pass the course.

### Grading Policy

Grades will be determined by the satisfactory completion of each of the above-mentioned requirements in addition to class participation, attendance and adherence to Ethical and Professional Standards. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars. Students are expected to:

- Be self-initiating
- Be introspective, open and receptive to feedback
- Be flexible in making appropriate changes in response to feedback
- Be aware of and demonstrate behavior consistent with the ethical standards of ACA and of a caliber necessary to maintain effective professional relationships
- Demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors
- Maintain acceptable written records and reports of professional activities as required by the department and site supervisors

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

Theoretical Orientation Reflection Paper	10 points (total)
Case Presentation: Client Conceptualization	10 points
Case Presentation: Evidence Based Practice	10 points

Case Presentation: Social Justice/Multiculturalism	10 points
Case Presentation: Therapist Use of Self	10 points
Case Analysis Paper	30 points
Class Participation and Attendance	20 points

Grades are determined as follows:

100-90 points	A
89-80 points	B
79-70 points	C
69-60 points	D
59 and below	F

### **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/](http://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***.

The following is a list of dispositions that will be assessed through this class:

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
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	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by	Candidate fails to demonstrate an understanding of ACA ethical principles (community

	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.	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.	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.	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	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	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	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

	students) via work and interaction with supervisors and clients in field placements.	students) via work and interaction with supervisors and clients in field placements.	psychology students) via work and interaction with supervisors and clients in field placements.	and 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	Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits,	Candidate has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or	Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of



	cognitive, social, psychological, and emotional development.	developmental needs, or presenting problems are capable of growth.	presenting problems are capable of growth, and they are at times able to demonstrate this in their practice.	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

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### Tentative Schedule

August 27	Introduction	
September 3	No Class	
September 10	Site Overview	
September 17	Case Consultation	
September 24	Case Consultation	Theoretical Orientation Reflection Paper
October 1	Case Consultation	
October 8	No Class	
October 15	Case Consultation	Case Presentation: Client Conceptualization
October 22	Case Consultation	Case Presentation: Evidence Based Practice
October 29	Case Consultation	Case Presentation: Social Justice/Multiculturalism
November 5	Case Consultation	Case Presentation: Therapist use of self
November 12	Case Consultation	
November 19	Case Consultation	
November 26	Case Consultation	
December 3	Case Consultation	Case Analysis Paper