Instructor: Jason Hacker, Ph.D.
Campus Office: Virtual Office Only
Virtual Office hours: Tuesdays 9:30 am to 11 am (by appointment)
Email: jhacker1@luc.edu
Phone: 312.925.6330 (emergency only)
Responsiveness: Please anticipate 24 to 48-hour turnaround time on emails

*School of Education Commitment - COVID-19:
Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Reporting Protocol:

In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-
related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Course Overview:

This course is designed to provide you with direct counseling experience and clinical supervision in-line with 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 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.

Learning 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) 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, evaluate, and modify treatment plans and goals
(7) Appropriately engage in critique and feedback of your peers’ clinical work
(8) Demonstrate application of APA ethical standards of professional conduct
(9) Demonstrate use of empirically based treatment approaches.

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.

Summary of Assignments:

Assignments are geared towards helping students meet the standards of the Clinical Case Study to be submitted for the Culminating Portfolio. The aim of the assignments is to: 1) assist students in selecting a their theoretical orientation and apply it to clients’ presenting problem, 2) use APA’s evidence based practice combining best research evidence, clinical
insight, and consideration of a clients’ individual characteristics, values, and context 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.

**Assignment Description:**

**Theoretical Orientation Reflection Paper (Due September 28th)**

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 (Due October 19th)**

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 25-30 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) Detail the therapeutic atmosphere and roles of clinician and client. (How does your theoretical approach influence these things?)
3) Present an Axis I & Axis II diagnosis
4) Detail techniques and interventions to be used with client from your orientation
5) Reactions to your work with client and applicability of theory utilized

**Case Presentation: Evidence Based Practice (October 26th)**

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 25-30 minutes for this presentation. Please allow time for feedback and discussion. The focus of this presentation is to demonstrate selection and implementation of evidence-based practice principles (applicable research, clinical expertise, client factors)

1) Provide a brief overview of efficacy for the approach for client's presenting concern, clinical observations, and client factors
2) Detail techniques and interventions used and associated outcomes
3) Students should share a 5-7-minute recording of their work with the client

Case Presentation: Social Justice/Multiculturalism (November 9th)

Students should provide a summary of Social Justice/Multicultural literature applied to a specific client. Students should allocate 25-30 minutes for this presentation. Please allow time for feedback and discussion. The focus of this presentation is to demonstrate diversity issues relevant to this case and how they were addressed.

1) Address structures of oppression/privilege, intersectionality, and cultural worldview
2) Integrate multicultural theory and social justice action and discuss how they influence planning and implementation of interventions, client/therapist relationship, clinical outcomes.
3) Students should share a 5-7 minute recording of their work with the client

Case Presentation: Therapist Use of Self (November 16th)

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 25-30 minutes for this presentation.

1) Address aspects of transference and counter transference with a consideration of how they are impacting goal progress, client/therapist relationship, and outcomes
2) Students should share a 5-7 minute recording of their work with the client

Case Analysis Paper (Due December 6 @ 11:59 pm by online submission)

Students should write a paper that conceptualizes a client from their theoretical perspective, discusses the integration of EBP along with multiculturalism and social justice principles, and the therapist use of self/clinical insights into treatment. Discuss 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 during the entirety of the synchronous online meeting time is mandatory. Meetings will occur via zoom (integrated with Sakai). 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 100 hours-verification form must be turned in during the month of October (upon completing 100 hours on site). 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.

**Integrating Clinical Performance Feedback:**

During the course of the semester the instructor will be in contact with on-site primary supervisors/clinical directors as well as Dr. Rufus Gonzalez in order to receive updates on clinical and professional performance on site.

**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 APA 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
- 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

**Dispositions:**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. In this course all students will be evaluated on both the professionalism and social justice disposition areas.

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

<table>
<thead>
<tr>
<th>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</th>
<th>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</th>
<th>Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</th>
<th>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</th>
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</thead>
<tbody>
<tr>
<td>Interactions IL-LUC-DISP-2016.1</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Partially Meets Standard</td>
</tr>
<tr>
<td>Course work IL-LUC-DISP-2016.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by</td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by</td>
<td>Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by</td>
</tr>
<tr>
<td>Field work IL-LUC-DISP-2016.1</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
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<tr>
<td>MULTICULTURAL ISSUES IL-LUC-DISP-2016.2</td>
<td>MULTICULTURAL INTERACTIONS IL-LUC-DISP-2016.2</td>
<td>STUDENT DEVELOPMENT IL-LUC-DISP-2016.3</td>
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<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</td>
<td>Candidate has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social,</td>
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<tr>
<td>Candidate occasionally demonstrates knowledge of multicultural issues in counseling.</td>
<td>Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or</td>
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<td>Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.</td>
<td>Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.</td>
<td>Candidate has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are</td>
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<td>and clients in field placements.</td>
<td>and clients in field placements.</td>
<td>and clients in field placements.</td>
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psychological, and emotional development.

presenting problems are capable of growth.
capable of growth, and they are at times able to demonstrate this in their practice.
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.

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation:
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.
Smart Evaluation Objectives for Course:

- 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: [https://www.luc.edu/course-evaluations/](https://www.luc.edu/course-evaluations/) for further information on Smart Evaluation.

School of Education Vision:

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission:

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards:

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

SOE Conceptual Framework Standards (CFS)

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

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](#).

**Accessibility:**
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) ([http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)).

**Student Resources and Center for Student Access and Assistance (CSAA):**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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 Integrity SOE Policy:**

In general, a violation of academic integrity occurs when the nature or source of academic work is misrepresented. This occurs in incidents such as, but not limited to, claiming work as one's own when it is not (e.g., plagiarism and cheating on tests) and/or falsifying data. For
more information see the SOE Academic Integrity Policy: https://www.luc.edu/education/resources/academic-policies/academic-integrity/

**Ethics Line Reporting Hotline:**

Loyola University Chicago also has an EthicsLine Reporting Hotline to provide you with an automated and anonymous way to report activities that may involve misconduct and violations of Loyola University policy. You may file an anonymous report online here or by dialing 855.603.6988.

**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*.

**Online Class Privacy Statement:**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Tentative Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction</td>
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<tr>
<td>August 31</td>
<td>Site Overview</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>September 7</td>
<td>Labor Day (No Class)</td>
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<td>September 14</td>
<td>Case Consultation</td>
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<td>September 21</td>
<td>Case Consultation</td>
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<tr>
<td>September 28</td>
<td>Case Consultation</td>
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<tr>
<td>October 5</td>
<td>Case Consultation</td>
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<td>October 12</td>
<td>Case Presentation Prep</td>
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<tr>
<td>October 19</td>
<td>Case Presentations</td>
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<td>October 26</td>
<td>Case Presentations</td>
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<td>November 2</td>
<td>Case Consultation</td>
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<td>November 9</td>
<td>Case Presentations</td>
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<tr>
<td>November 16</td>
<td>Case Presentations</td>
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<tr>
<td>November 23</td>
<td>Case Consultation</td>
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<tr>
<td>November 30 (last class)</td>
<td>Case Consultation</td>
</tr>
<tr>
<td>December 6 (11:59 pm)</td>
<td>Online Submission</td>
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</tbody>
</table>