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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

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 web page 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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices
We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. *Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.* Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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.

Learning Outcomes
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. enhance basic counseling skills
b. develop case conceptualization and treatment planning skills with diverse clients
c. assess outcome evaluation of your interventions
d. assess your strengths and areas for continued growth
e. develop awareness of transference and counter-transference issues
f. improve your ability to develop, evaluate and modify treatment plans and goals
g. further develop your ability to engage in critique and feedback
h. demonstrate understanding and application of ACA ethical standards of professional conduct
COURSE REQUIREMENTS
(a) by the end of your internship, meet the cumulative hours requirements for your degree (450 for MA, 700 for MEd, and 1000 for EdS); it is recommended that 40% of your hours be direct service *
(b) track direct service hours for your records and possible state licensing requirements (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) complete 9 journal entries
(d) present one case which includes recorded segment of your work
(e) submit one recorded therapy session for review by instructor
(f) participate in group and dyadic supervision
(g) submit self-evaluation paper
(h) complete 100-hour and end-of-semester forms
* For students seeking licensure, you need to be aware of entry level requirements in the jurisdiction where you plan to pursue practice. This includes being aware of internship hour requirements (both direct service and support hours), which may differ from their academic degree requirements. Students are encouraged to proactively seek out licensing information directly from state licensing boards.

COURSE ASSIGNMENTS
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 500 words in length. 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 one 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-recorded sample of your work. Video recordings are also acceptable. You will have approximately 45 minutes 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. You must make sure your recording can be heard through the computer.

AUDIO RECORDING SUBMISSION
You will be required to submit one audio recording of a complete therapy session. The session will be reviewed by the instructor and you will be given feedback about the session. In addition to the recording, 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 recording. (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 for the first part of the class period. This will occur synchronously and online via Zoom. Attendance is important. If you miss a class because of illness or emergency, it is your responsibility to contact the instructor as soon as possible. Grade deductions can be made for missed classes.

During group supervision, you will be expected to participate each week. Ways you can participate including offering comments to peers during their case presentations, asking questions or offering insights while discussing clinical topics, or asking questions about any onsite clinical cases or concerns you have. Throughout our class discussion, please remember that an important aspect of a Jesuit education is learning to respect the rights and opinions of others. This includes: (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

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 record some of your counseling sessions. In preparation for supervision, you will have:
1. Reviewed your recordings,
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 self-evaluation paper (1250-1750 words) 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 by the end of the semester. It is critical to keep personal records of the hours verification form for yourself. More information about form submission will be provided by the Coordinator of Clinical Training and discussed in class.

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.

COURSE 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, complete assignments on time, 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 recordings, class absences, or on-site problems with either supervisors or colleagues. In the event that you are unable to meet the 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Journal Entries</td>
<td>20%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Audio Submission</td>
<td>10%</td>
</tr>
<tr>
<td>Participation and Attendance in Group Supervision</td>
<td>25%</td>
</tr>
<tr>
<td>Participation and Attendance in Dyadic Supervision</td>
<td>25%</td>
</tr>
<tr>
<td>Self-Evaluation Paper</td>
<td>10%</td>
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</tbody>
</table>

PRIVACY
Given the confidential nature of real case discussions in this class, we will NOT be recording this class for later viewing.

INSTRUCTOR RESPONSIVENESS
I will respond to your emails within 24 hours Monday - Friday. I will return your grades within one week of the assignment due date.

REQUIRED TEXTS, TECHNOLOGY, AND SOFTWARE
For remote classes, you will be using Zoom. In addition, for all classes, you will need to be able to access Sakai to complete assignments. There is no required textbook for this course.

LATE WORK/MAKE-UP POLICY
Grade deductions will be made for late work. See Sakai assignment descriptions for specific deductions, or ask me. Due to scheduling restrictions, the case presentation assignment cannot be made up or completed late.

STUDENT SUPPORT – SPECIAL CIRCUMSTANCES
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/).

SCHOOL OF EDUCATION VISION AND MISSION
The SOE of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

The SOE 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
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.

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.

<table>
<thead>
<tr>
<th>Interactions IL-LUC-DISP-2016.1</th>
<th>Exceeds Standard (0 pt)</th>
<th>Meets Standard (0 pt)</th>
<th>Partially Meets Standard (0 pt)</th>
<th>Does not Meet Standard (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td></td>
</tr>
</tbody>
</table>

| 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 | 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 | 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 | 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 via performance in class |


| 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 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. |
| 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. |
Conceptual Framework
SOE’s Conceptual Framework - Social Action through Education - is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable.

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.

Special Circumstances – Receiving Assistance
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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

LiveText and Digication
All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

Syllabus Addendum Link
https://www.luc.edu/education/academics/syllabi/
This link will direct you 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.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Introductions and Overview, Grading and Expectations, Hours Tracking,</td>
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<tr>
<td></td>
<td>Check In, Semester Forms with Rufus, Dyad Break outs</td>
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<tr>
<td>September 6</td>
<td><strong>No Class: Labor Day</strong></td>
</tr>
<tr>
<td>September 13</td>
<td>Check In, Assignment Sign-up, Case Presentation and Audio Submission</td>
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<tr>
<td></td>
<td>Overview, Clinical Topic</td>
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<tr>
<td>September 20</td>
<td>Check In, Self Care/Wellness, Clinical Topic</td>
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<tr>
<td>September 27</td>
<td>Check In, Clinical Topics</td>
</tr>
<tr>
<td>October 4</td>
<td>Case Presentation 1, Audio Submission 1</td>
</tr>
<tr>
<td>October 11</td>
<td><strong>No Class – Fall Break</strong></td>
</tr>
<tr>
<td>October 18</td>
<td>Case Presentation 2, Audio Submission 2</td>
</tr>
<tr>
<td>October 25</td>
<td>Case Presentation 3, Audio Submission 3</td>
</tr>
<tr>
<td>November 1</td>
<td>Case Presentation 4, Audio Submission 4</td>
</tr>
<tr>
<td>November 8</td>
<td>Case Presentation 5, Audio Submission 5</td>
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<tr>
<td>November 15</td>
<td>Case Presentation 6, Audio Submission 6</td>
</tr>
<tr>
<td>November 22</td>
<td>Case Presentation 7, Audio Submission 7</td>
</tr>
<tr>
<td>November 29</td>
<td>Clinical Topics, Self Evaluation Paper</td>
</tr>
<tr>
<td>December 6</td>
<td>Last Class: Wrap-up, Final Paperwork</td>
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