

Loyola University Chicago
CPSY 440-005 – Practicum
Mondays 5:30 p.m. – 8:00 p.m.
All classes meet online via Zoom - link in Sakai

Instructor: **Sara Solger, M. Ed**

Phone Number: Provided in class

E-mail: ssolger@luc.edu (emails will be responded to within 1 business day of receipt)

Office Hours: By appointment

School of Education Commitment - COVID-19 Information

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 web page 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 professors 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.

Course Description

This course will provide you with supervision for your direct counseling experience at your respective placement sites. Students will demonstrate case conceptualization and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement. 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 Objective Important to this course

- Developing knowledge and understanding of diverse perspectives, global awareness or other cultures

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. When you receive an email alerting you that the evaluation is available, complete it promptly. To learn more about IDEA/to access the website directly & complete your course evaluation go to: <http://luc.edu/idea/> click **STUDENT IDEA LOGIN** on the left 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.

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 and as such will focus on standards CF2 and CF4.

www.luc.edu/education/mission/ Throughout the term you will be asked to consider how cultural issues impact your work with students, families and other educators and you will be tasked with identifying and applying culturally appropriate and ethical interventions in your work.

SOE 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.

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 and Sakai will provide convenient ways for us to communicate with one another in between class meetings. Each week the readings and resources for the following week will be provided to you via email or Sakai.

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. Issues of diversity, equity, inclusion and access will be addressed throughout the term and are an important part of the discussion for every topic covered in this class.

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 the [Student Accessibility Center](http://www.luc.edu/sac/) (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.

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.

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 in to 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 directs students to statements on essential policies regarding Smart Evaluation, Dispositions, LiveText, *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*.

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. All assignments are to be submitted and will be graded/commented on electronically in order to reduce the need for passing papers back and forth. **All assignments should be submitted to Sakai and should contain your last name and the assignment title.** Example: Solger: Choice Board #1 or Solger: Evidence of Self-Care Plan

Professional Behavior

When we meet via zoom, please minimize outside distractions and remain present with the class. It is my expectation that your camera will be on throughout the class. If there is a problem which requires you to turn off your camera please be sure to contact me either via my cell phone or via the Zoom chat.

Privacy Statement for Online Classes

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 should any class sessions 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.

Attendance and Participation in class and the discussion forum

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. This is true for online classes. When we meet online a Zoom meeting link will be available in Sakai. 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 others' 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 to be completed via fillable PDFs & are required to receive a final grade)

D. **Reflection Posts in Sakai (due: 9/13, 9/27, 10/18, 11/1, 11/22 - see Sakai for details)**

Five times throughout this semester you will be required to participate in an online discussion forum through Sakai. Each time you will be required to submit a reflection of your experience as an intern and then you will also be required to respond to **at least** one of your classmates' posts. Generally speaking your reflection should be 1-2 pages, while your responses to others will be shorter. While you are only required to respond to one classmate, you are welcome to respond to as many as you chose.

All initial reflections will be due by 6pm on the Friday before the assigned date; responses to reflections will be due before the start of class on the assigned date. This will be noted in the syllabus and in Sakai. Topics for each week's reflection will be provided in Sakai.

E. **Choice Board Assignment (due October 4)**

The choice board contains twelve different assignment options. Over the course of this semester you will be asked to choose one of these to complete and present to your classmates. I encourage you to follow your passions and to consider stepping outside your comfort zone. Everything in this class is growth oriented so this would be an excellent opportunity to try something with which you are not familiar. Each assignment will describe what you need to do, I encourage you to be creative and to have fun with this.

Assignment options will be first come first serve and each option will have a limit of 2 people with no option being repeated.

F. **Case Presentations (November 22 & 29; dates assigned on a first come, first serve basis)**

Each student is required to present one case during the semester. The presentation will be an oral presentation that must include a link to at least one empirical article that addresses effective intervention outcomes with the issues you are addressing with your client. You must provide the link to the article for your classmates when you present. Your presentation must contain information related to any cultural issues or implications of your case as well as a description of how these issues are being addressed. For the purpose of submitting this to me, please submit your article link and your notes on your personal reflection to me through Sakai on the date of your presentation.

Your case presentation 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

G. **Self-Care Plan (evidence of plan due 9/13; mid semester reflection due 10/25)**

As part of your enrollment in the CPSY 427 course and School Counseling program you were asked to develop a self care plan for use during your Practicum/Internship year. This plan as developed was to include:

1. Areas of self-care that you feel are of particular interest to you (physical, emotional, spiritual, etc.)
2. A specific behavioral plan that has both a preventative component and a remedial component.
3. A process for maintaining accountability on a weekly basis

For this class, you will complete the following relative to your self care plan:

- Provide to the instructor a brief copy of your plan (include areas of self-care and intended plan of implementation) You do NOT need to re-do this, you can simply use whatever you created for the other class - **Due 9/13**
- Self-assessment/reflection - 1-3 pages - Are you following your plan? What challenges have you encountered? Is the plan as you originally planned it working for you or do you need to make adjustments? What will those adjustments look like? How will they be implemented? - **Due 11/29**

Assignment Weights

Assignment	Points Possible
Reflection posts & reactions	30 points total <ul style="list-style-type: none"> ● 3 points for each post ● 3 points for each reflection
Choice board assignment	20 points total
Case presentation	25 points
Self-care plan	10 points total <ul style="list-style-type: none"> ● 0 points for evidence of plan ● 10 points for mid term Self Assessment of progress
Class participation	15 points

Grade Scale

93-100 A	90-92 A-
83-89 B	80-82 B-
73-79 C	70-72 C-
60-69 D	

Class Schedule -Topics/ Assignments

Week	Date	Topics	Assignment Due (beginning of class)
1	Aug 30	Introduction, course expectations, forms and FAQ	
X	Sept 6	Labor Day	NO CLASS
2	Sept 13	Ethics, Duty to Warn, Informed Consent, Privacy & Confidentiality	Reflection Forum Post #1 due by 6pm on Sept 10 Reflection Response #1 Evidence of Self-Care Plan
3	Sept 20	Communication with stakeholders; School records; Case Notes Pick Choice Board Topic	
4	Sept 27	Crisis and Self-Care	Reflection Forum Post #2 Reflection Response #2
5	Oct 4	Choice Board Presentations	Choice Board Assignment
X	Oct 11	Mid Term Break	NO CLASS
6	Oct 18	Advocacy, Clinical Supervision; Counselor evaluation in schools	First 100 hour form due Reflection Forum Post #3 Reflection Response #3
7	Oct 25	Special Education/504 Plans	
8	Nov 1	College/Career Counseling	Reflection Forum Post #4 Reflection Response #4
9	Nov 8	Utilizing Data	
10	Nov 15	Psychoeducational Groups	
11	Nov 22	Case Presentations	Reflection Forum Post #5 Reflection Response #5
12	Nov 29	Case Presentations	End of Term Self-Care Plan Assessment Due
13	Dec 6	Wrap-up	

CPSY 420, 423, 426, 433, 440, 441, 442, 531 Dispositions Rubric				
CPSY 420, 423, 426, 433, 440, 441, 442, 531 Dispositions Rubric				
	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 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 APA 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 APA 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 APA ethical principles (counseling psychology students) via substandard course work performance.
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.
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.

Dispositions

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Loyola University Chicago

School of Education

Syllabus Addendum

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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

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