CPSY 536: Supervision Practicum
Fall 2020 On-line Synchronous
Mondays 5:30-6:45

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ZOOM OFFICE HOURS: MONDAYS 3-5:30 PM CST drop in/ or by appointment
RESPONSIVENESS AND ON-LINE COMMUNICATION: My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Those messages are converted to text and appear in my email inbox. We can also set up Zoom meetings during the office hours listed above. If you plan to drop into a Zoom meeting (or need an alternative time), let me know via email.

PRIVACY: 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.

COURSE DESCRIPTION
This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting. Specific learning objectives include (1) Learning to apply course material (to improve thinking, problem solving, and decisions) (2) Developing specific skills, competencies, and points of view needed to be successful supervisors, and (3) Acquiring skills in working with others as a member of a team. This course requires your previous enrollment in CPSY 535 or its equivalent. The following are expectations of the course:

Supervision of Masters Level Supervisees: You will be assigned two masters-level students and provide them with weekly supervision (one hour per week). Your individual supervisees will be expected to bring in recorded segments of their work for your review throughout the semester.
**Supervision of Supervision:** All students will receive “umbrella supervision” of their supervision experiences. Group supervision of supervision will take place during class sessions. This will be a place for you to present your personal reactions, concerns, and questions about your relationships with your supervisees and their work with clients. There will be informal opportunities for group supervision as well as formal case presentations that take place each class.

**Participation:** Your regular participation in supervision of supervision, group supervision or individual supervision is a part of ethical supervision. Ten percent of your grade will be based on such participation.

**Recording:** You will be asked to record your supervision sessions. You will review your sessions in preparation of your supervision logs and you will be required to present a segment of one supervision session during your case presentation. Please note that all discussions regarding supervisee concerns (and personal issues addressed in group supervision) are confidential. Therefore, it is your responsibility to safeguard your recordings and personal notes/reflections of your supervision.

**Supervision Log:** You will keep a weekly log of all of your supervision activities. These notes should reflect an overview of the supervision sessions with each of your supervisees, including a summary of session content, impressions about your supervisee’s performance as a counselor, reactions to your supervisee’s participation in supervision, progress on your supervision contract, and your internal thoughts and feelings about this supervisory relationship. It is optimal to complete these notes after reviewing the recording of your session, after you have had time to process the experience. All notes are to be typed. You will turn in your notes at the end of every month at which time you will receive feedback from the instructor. It is essential that you not fall behind in this process as it is a critical mechanism of monitoring your development as a supervisor.

**Supervision Case Presentation:** Each student providing individual supervision will write up, turn in, and present a supervision case to the group twice during the semester. This is not the time to showcase your best work. Rather, you should bring questions and concerns to the group to receive feedback and support. The written portion of the presentation should be modeled after the outline you receive and should include details you extract from your supervision logs. You will play a segment of your supervision session during this presentation.

**Theoretical Orientation Paper:** In lieu of a final exam and as you work on developing your personal orientation as a supervisor, you will be asked to formulate a paper that features your current theoretical orientation to supervision. This paper can integrate theories covered in CPSY 535 as well as techniques that come from the textbook for this class. The paper should be 10 pages in length and you will be asked to provide an oral presentation of your orientation at the end of the course.

Required Reading:
Course Emphases:

**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. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes 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. The School of Education conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Diversity:** Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

**Dispositions:** The disposition of *Professionalism* will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

**Please see the following link for additional information on University policies listed below:** [www.luc.edu/education/academics/syllabi/](http://www.luc.edu/education/academics/syllabi/)

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Introduction to supervisees</td>
<td></td>
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<tr>
<td>September 7</td>
<td>Labor Day holiday</td>
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<tr>
<td>September 13</td>
<td>Review of Learning contracts, evaluation materials, first sessions</td>
<td>Bean et al. 1-4</td>
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<tr>
<td>September 20</td>
<td>Group supervision</td>
<td>Bean et al. 5-8</td>
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<td>October 4</td>
<td>Group supervision &amp; Case Presentation (100 hr feedback)</td>
<td>Bean et al. 9-12</td>
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October 11  No class, Fall break

October 18  Group supervision & Case presentation  Bean et al. 13-16

October 25  Group supervision & Case presentation  Bean et al. 14-17

November 1  Group supervision & Case presentation  Bean et al. 18-21

November 8  Group supervision & Case presentation  Bean et al. 22-25

November 15  Group supervision & Case presentation  Bean et al. 26-29

November 22  Group supervision & Case presentation  Bean et al. 30-33

November 29  Group supervision & Case presentation  Bean et al. 31-35

December 6  Group supervision

**Location Statement**

Loyola University Chicago is located on land that was the home of indigenous peoples. Loyola's campuses sit on the ancestral homelands of the Council of Three Fires—the Ojibwa, the Ottawa and the Potawatomi tribes—and a place of trade with many other tribes, including the Ho-Chunk, Miami, Menominee, Sauk and Meskwaki. Many Native Americans still live and share the land with us and we must recognize and celebrate the history of local Native Americans and their ties to this land.

**Academic Integrity**

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity. “The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

1. Submitting as one's own:
   1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
   2. Another person's unpublished work or examination material.
   3. Allowing another or paying another to write or research a paper for one's own benefit.
   4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Read through [Loyola’s full statement on Academic Integrity](#) here.
Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA Guidelines. Read more about LUC’s copyright resources online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Student Support

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.

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.

**Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487. Below you will find links to privacy policies as well as support documentation for the technology we’ll use in the course:

- Sakai
  - Sakai Privacy policy
  - Sakai Support Documentation

**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.**

**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.

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**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 Social Justice**. The specific disposition or disposition for this course is **professionalism** and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**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](http://www.luc.edu/education/mission/).

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 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.