

Counseling Internship
Spring 2017
CPSY 441-002
Mondays, 4:15-6:45 pm
Corboy Law Center– Room 425

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Office hours: by appointment or before/after class

OBJECTIVES

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. enhancement of your basic counseling skills
- b. developing your case conceptualization and treatment planning skills with diverse clients
- c. understanding how to evaluate the outcomes of your interventions
- d. improving your ability to accurately assess your strengths and areas for continued growth
- e. awareness of transference and counter-transference issues
- f. ability to develop, evaluate and modify treatment plans and goals
- g. appropriately engage in critique and feedback
- h. demonstrate understanding and application of ACA ethical standards of professional conduct

IDEA COURSE OBJECTIVES

- a. Learning to apply course material (to improve thinking, problem solving, and decisions)
- b. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- c. Acquiring an interest in learning more by asking questions and seeking answers

The IDEA course evaluation link is <http://luc.edu/idea> (Student IDEA Log In).

REQUIREMENTS

- (a) 350 hours on site per semester (700 or 1000 cumulative hours, depending on degree)
- (b) 40% of hours are direct service with clients (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) 9 journal entries
- (d) multicultural case presentation that includes audiotaped segment of your work
- (e) participation in group and dyadic supervision
- (f) self-evaluation paper: to include your assessment of your strengths, areas in which you have improved over the semester, and areas for continued growth. Length: 5-7 pages
- (g) completion and submission of the end-of-semester forms (hours verification, trainee evaluation, and site evaluation)

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 2 full pages (i.e., typed, double-spaced). Use the journal to process your practicum experiences, including successes, frustrations, and anxieties regarding your work with clients, your supervision, and your professional development.

MULTICULTURAL CASE PRESENTATION

You will present one case during the semester in which you summarize your client's issues and progress in counseling. The case presentation will focus on conceptualizing your client from a **Multicultural (MC) perspective**; you will be expected to distribute to the class an MC case presentation summary. The purpose of this case presentation is to obtain feedback to improve your work. The presentation will require a 5-10 minute audio-taped sample of your work. If a student is unable to audio record because of site policies, an alternative option will be used. You will have approximately one hour for the presentation. You will need to disguise the identity of your client but present sufficient detail and specific questions about the case (and your performance) to which your peers can respond.

GROUP AND DYADIC SUPERVISION

You will meet weekly as a group with the instructor and other students at the beginning of the class period. Attendance is mandatory. If you miss a class because of illness or an emergency, it is your responsibility to contact the instructor as soon as possible.

In addition to group supervision, you will be required to participate in 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 tape at least one of your counseling sessions and review your own tapes. In preparation for supervision, you will have:

1. Reviewed your tapes,
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 5-7 page final self-evaluation paper 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 use the forms provided to you to document your practicum work this semester. You will be expected to make sure that your on-site supervisors complete the end-of-the-semester evaluations of your work and that your hours-verification form is complete, signed, and submitted by the end of the semester. You will also be asked to complete a site evaluation. It is critical to keep personal copies of these documents for yourself in the event that they are misplaced.

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.

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, and 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 tapes, class absences, or on-site problems with either supervisors or colleagues. In the event that you are unable to meet the direct client contact

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:

Journal Entries	20%
MC Case Presentation	20%
Participation in Group Supervision	25%
Participation in Dyadic Supervision	15%
Self-Evaluation Paper	20%

SYLLABUS ADDENDUM LINK

Please see <http://www.luc.edu/education/syllabus-addendum/>

This link directs you to statements on the essential policies regarding Academic Honesty, Accessibility, Ethics Line Reporting Hotline, and Electronic Communication Policies and Guidelines. Please read each policy carefully.

CONCEPTUAL FRAMEWORK

Please see <http://www.luc.edu/education/syllabus-addendum/>

This link also brings you to the full text of our conceptual framework that guides the School of Education.

This course helps students develop professional knowledge and practice to serve clients within a context of ethics and social justice.

CONCEPTUAL FRAMEWORK STANDARD CF2

Candidates demonstrate knowledge and skills in a variety of school and professional settings.

LIVETEXT

LiveText is used to complete the benchmark assessments aligned to the above conceptual framework standards, as well as all other accreditation, school-wide, and program-wide assessments. See

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

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. For further details about the specific rubric for this class, please logon to LiveText.

DIVERSITY

Students in this course are expected to reflect upon how cultural issues affect their clients and the work they do with them. When conceptualizing cases and considering interventions, diversity must be thoughtfully considered and incorporated.

SCHEDULE – SPRING 2017

Week 1: January 23	Semester Overview, Schedule Review, Check-In Dyad 1	
Week 2: January 30	Check-in, Case Reviews Dyad 2	Journal Entry 1 Due
Week 3: February 6	Check-in, MC Case Presentation Overview Dyad 3	Journal Entry 2 Due
Week 4: February 13	Check-in, Case Conceptualizations Dyad 1	Journal Entry 3 Due
Week 5: February 20	Check-in, Clinical Topics Dyad 2	Journal Entry 4 Due
Week 6: February 27	MC Case Presentation 1 Dyad 3	Journal Entry 5 Due
Week 7: March 6	<i>Spring Break – No Class</i>	
Week 8: March 13	MC Case Presentation 2 Dyad 1	Journal Entry 6 Due
Week 9: March 20	MC Case Presentation 3 Dyad 2	Journal Entry 7 Due
Week 10: March 27	MC Case Presentation 4 Dyad 3	Journal Entry 8 Due
Week 11: April 3	MC Case Presentation 5 Dyad 1	Journal Entry 9 Due
Week 12: April 10	MC Case Presentation 6 Dyad 2	
Week 13: April 17	Professional/Clinical Topics Dyad 3	Self-Evaluation Paper Due
Week 14: April 24	Last Class/Wrap Up	Final Paperwork Due

Dyad 1:	Clara and Kathryn
Dyad 2:	Katie and Lauren
Dyad 3:	Jenna and Katarina

