

Loyola University Chicago
CPSY 441 – Internship
Spring 2016-2017
School of Communications - Room 008
Mondays 7:00 – 9:30PM
1/23/16 – 4/24/2017

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Office hours: Before class or by appointment

IDEA Course Objectives:

This course will provide you with supervision for your direct counseling experience at your respective placement sites. The following essential and important IDEA objectives will be met through participation in this course:

- 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 skills in working with others as a member of a team
- D. Learning how to find and use resources for answering questions or solving problems

Specifically this course is intended to supplement your on-site supervisory experience by allowing you to:

- A. Demonstrate knowledge and skills in a variety of school and professional settings
- B. Expand your understanding of the role of the counselor in a school setting
- C. Enhance your basic therapeutic skills
- D. Develop a personal counseling philosophy
- E. Develop your case conceptualization and treatment planning skills
- F. Develop your ability to create school based counseling curriculum and programs
- G. Improve your ability to self-assess your strengths and areas for continued growth through on-going reflection of your practicum work and class experiences
- H. Develop a bank of resources, both technological and general, on current topics and issues common to schools

IDEA Course Evaluation - At the end of this course students will be asked to complete a course evaluation using this link: <http://luc.edu/idea/> Students will need to login using their *Student IDEA Log In* at this site: <https://shibidp.luc.edu/idp/Authn/UserPassword>

Dispositions and LiveText

The School of Education evaluates students on dispositions of **Professionalism, Inquiry, and Social Justice**, as these are indicators of growth for different levels in the program.

The disposition “Belief that all students can learn” will be assessed for students in this course via [LiveText](#).

Conceptual Framework = Social Action Through Education

As a professional counselor, higher educational 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.

DIVERSITY

The School Counseling 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.

Syllabus Addendum Link:

<http://luc.edu/education/syllabus-addendum/> This link will direct you to important Loyola University information on the subjects listed below.

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

ISBE School Counseling Standards

As a result of participating in the two –semester practicum and internship via CPSY 440, the following ISBE school counseling standards will be addressed:

- A. Students will be exposed to interventions designed to promote the academic (Standards 1E-1H), career (Standards 2J-2S), and personal/social (Standards 3H-3S) development of students.
- B. Students will be exposed to counseling curriculum (Standards 4F-4L), crisis intervention (Standards 5C-5F), individual counseling (Standards 6E-6J), group counseling (Standards 7D-7F), student planning (Standards 8E-8I), consultation (Standards 9E-9I), and prevention education (Standard 12C-12D).
- C. Students will develop and understanding of a school counseling calendar which will reflect appropriate time commitments and priorities within a comprehensive developmental school counseling program (Standard 11N).
- D. Students will experiences interpreting assessments and applying relevant assessment technology in the academics, career and/or personal/social domains (Standards 13L-13K).
- E. Students will demonstrate skills in developing a therapeutic relationship, establishing counseling goals, using relevant theory in working with students with different developmental concerns, evaluating the outcomes of their interventions and making appropriate referrals (Standards 19G-19N).
- F. Students will demonstrate professional knowledge and skills by working with socially and culturally diverse students (Standards 20G-20M).
- G. Students will demonstrate a commitment to the values of the school counseling profession and adherence to the ACA and ASCA standards and codes of ethics (Standards 21E-21I).

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 due on April 24, 2017 and all are required in order to receive a final grade**):
 - 1. Hours verification Form
 - 2. Supervisor Evaluation Form
 - 3. Site Evaluation Form
- D. **Reflection Journals – A total of five journal entries will be due this term. Each should be a one to two (1-2) page typed journal/ professional experience reflection will be due at the beginning of the following class dates: 1/30, 2/6, 2/20, 2/27* & 3/13**

Reflective thought is a highly valued skill with the field of counseling. A reflective practitioner will analyze situations, set goals, plan and monitor actions and evaluate results. Journal writing is one effective way to develop reflective practice. To this end, you will be required to submit a weekly journal that reflects on your experience at your site and/or in this class. Primarily I will be looking for you to think and write about your reactions and insights to the experiences you will be having during this semester.

New this semester will be assigned journal topics. I will provide more topics than are required, so you will maintain some element of choice. You are free to select topics in any order, but you may not write on the same topic more than once. These journal responses will involve more directed thinking on your behalf and may take longer to complete than last semester. **Please see journal topic list attached.**

Journal #4, the College Info Sheet - due on February 27*, 2017. You will need to research one college to present to the class. Again, this assignment is intended to expand your scope of knowledge. You will need to provide the following details about your selected college: location, cost, enrollment, admission requirements, special programs, institutional scholarships, “cool” facts – if you can find any, areas of strength/recognition. Be sure to provide a copy of your Info sheet for each of your classmates as well.

The journals will be graded on a 4-point scale. A “4” indicates a well-constructed, thoughtful, and insightful journal; a “3” indicates an acceptable journal which could have benefited from more depth of thought and/or insight; a “2” indicates a mere summary of the events without proper analysis or application and a “1” indicates an unacceptable entry.

- E. **Group Counseling Activity – Due on 3/27, topics to be assigned on first-come, first-serve basis.**

The purpose of this activity is to continue to build your bank of resources and to provide you with an opportunity to plan and hopefully facilitate a psycho-educational group. For this assignment you will need to select a topic to create a psychoeducational group lesson including an activity. Obviously psycho-educational groups are typically 8 or more weeks long, however for this assignment you will only need provide the lesson and activity for one day. The fun part will be in leading your classmates through your activity! You will be asked to provide a one page handout to your classmates which must contain:

- 1. The type of group (i.e., Anger Management group) and the week you are likely to use this activity

2. Target Population
3. The objective of your selected activity.
4. Counseling Standards Addressed – list the ISBE/ACA standards addressed by this activity
5. Summary – list the steps of the activity include any discussion questions and/or reflection prompts

F. **Final Project: due dates, 4/10 & 4/17 to be assigned on first-come, first-serve basis.** To compliment your experience in this class you will be required to design, create and present a final project that meets the following criteria:

1. **Relevant** - to the field of school counseling (at any grade level) and more specifically to either the needs of your school setting and/or to your own professional development
2. **Adaptable** - to both a variety of school settings and to the differing styles of colleagues in the field
3. **Original** - this must be your own work, ideas from other people and sources may be integrated, but the goal is for you to create something new and unique
4. **Goal Oriented** – this project may address either academic or therapeutic goals, just be clear about your goals
5. **Researched** – along with your project you will need to include a reference to an empirical article that relates to your broad topic.

Some project ideas include: career day, drug prevention programs, college fair, a service-learning fair, job shadow day, group counseling curriculum, college application workshops for seniors, etc. Talk to your site supervisor and see if together you can brainstorm a project that would benefit both you and your site. Ideally you will implement this project at your site so that you also obtain experience with whatever you create; the object is not to create excess work, but rather to create something meaningful.

Your presentation should be a professional and thorough explanation of your experiences with your program ranging from its inception to its implementation and reflection on its effectiveness. You should include information on your site's need for your program, target clientele, program description, schedule of activities, challenges you encountered, outcomes and any other relevant information (i.e., memos to staff, reminders, mistakes to avoid etc). **This presentation will be in PowerPoint format and should include a list of relevant resources. You will be required to share your PowerPoint presentation with your classmates (so you may want to consider using Google docs version).**

NOTE: You will be required to submit a project proposal by Feb. 27, 2017. This proposal should:

- 1.) Identify the nature of your project
- 2.) The goals it is intended to meet and the need it fills either for your professional growth and development or for your school site

The proposal does not need to be lengthy, a paragraph or two ought to suffice; you will need the rest of the semester to more thoroughly develop your ideas, the proposal is just declaring your intentions.

G. Self-evaluation and counseling philosophy paper – Due April 17, 2017. This paper should not exceed 5 pages.

The purpose of this paper is to provide a reflection and interpretation of the personal and professional significance of your internship experience. In addition to reflecting on your internship, you will be expected to articulate your professional counseling philosophy. This is meant to help you to articulate your vision of the role of the school counselor and how you see yourself in this role. Some thoughts to assist your reflection and personal philosophies: Consider areas for your continued professional growth, consider your ability to give and receive feedback, to take initiative and to be data driven, consider strengths you have developed and strengths you see as critical to the job, think about your weakness and ways in which you have improved in these areas and consider the goals you set at the end of first semester and your progress toward these goals. Finally, you may also want to include a brief reflection on your assessment of your site, your supervisor, this course and your overall experience this year.

Grading

Your grade for this course will be based on your ethical, responsible performance as a counselor-in-training. You must meet the stated requirements, come prepared for supervision, be open to feedback and guidance from your supervisors, and demonstrate appropriate skills. Failure to fulfill the stated requirements and/or any ethical violations may result in point reductions or a reassessment of your standing in the program. Thus, you are highly encouraged to speak with the instructor if you anticipate problems in the aforementioned areas. Examples of foreseeable concerns include low client attendance, excessive class absences, or on-site conflicts with supervisors or colleagues. In the event that you are unable to meet the direct client contact requirements for this course, you will be given a grade of "I" which will be changed when this requirement is met. **All graded assignments are due at the beginning of class on the scheduled date. All written assignments should be typed in APA format. If you are absent, the assignment should be emailed to the instructor on or before the due date. No late work will be accepted without prior instructor approval.**

Psycho-educational Group Activity	20%
Reflection Journals (5)	20%
Final Project Proposal	5%
Final Project	25%
Counseling Philosophy	20%
<u>Class Participation</u>	<u>10%</u>
	100%

Grading Scale

95-100 A	85-89 B	75-79 C	60-65 D
90-94 A-	80-84 B-	70-74 C-	0 – 59 F

Schedule – CPSY 441 Spring 2016 (Schlack)

Date	Topic	Assignment Due
January 23	Introduction, course expectations, building on-site professional and collaborative relationships, dealing with difficult parents	
January 30	Preparing for interviews; Job search Guest Speaker - Scott Bramley from ETHS	Journal #1
February 6	Scheduling	Journal #2
February 13	Special Populations	
February 20	Special Education	Journal #3
February 27	College Admissions - Aliza Gilbert, Highland Park High School	Journal #4 -College Info Sheet; Final Project Proposal
March 6	Spring Break NO CLASS	
March 13	College Admissions	Journal #5
March 20	Psycho-educational groups part 1	
March 27	Psycho-educational groups part 2	Group Activity Presentations
April 3	Counselor Panel Discussion	
April 10	Final Project Presentations	
April 17	Final Project Presentations	Counseling Philosophy Papers
April 24	Individual Conferences	All Course Forms

Journal Topic Selection List

- Describe your professional greatest challenge to date. What was it? How did you handle it? What do you wish you had done? What would you do differently in the future?
- Describe your greatest professional disappointment to date. What happened? Did you see it coming? What could you have done differently?
- Describe the role of the school counselor at your site. What are the expectations? How are the counselors viewed by the administration? By the staff? By the students? How do you feel about the way the counselors are viewed? What if anything could be done to change and/or improve the perception?
- Describe your greatest professional achievement to date. What was it? What do you think made this so successful?
- Describe a student and/or situation that has touched/moved you in some way. Why do you think this affected you so? In what ways (if any) does this help to get you in touch with your own issue (s)?
- Describe what fears still get in your way. What can you do to stop this from happening? What strategies have you tried, or plan to try?
- Describe how you can make “negative contacts” with kids meaningful. (for “negative contact” think about when you need to see a student who is failing multiple classes or some similar situation)
- Write a letter of recommendation for a student. (provide a copy of the student’s grades, just blank out the name and identifying information)
- Describe a mistake you made and the learning that resulted from the mistake.
- Describe the ways in which you have integrated yourself into the school faculty and culture at your site. Why have you chosen to integrate yourself? Based on your experiences this year, what will you do in the future – once you are hired to work at a school?
- Describe your view on school politics and how it impacts both you and the counseling department at your site. Is there something that you or someone else should be doing? Explain.

Dispositions

	Target (0.000 pt)	Acceptable (0.000 pt)	Unacceptable (0.000 pt)
Interactions IL-LUC-DISP.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 does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP.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 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.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 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.2	Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.	Candidate demonstrates knowledge of multicultural issues in counseling	Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.
Multicultural Interactions IL-LUC-DISP.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 demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.
Student Development IL-LUC-DISP.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 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.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.	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

IDEA Course Evaluation Link for Students

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

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

- 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***.