

**Doctoral Practicum  
CPSY 442 001  
Spring 2017  
Mondays, 10:00am - 12:00pm  
School of Communication  
Room 008**

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**Office hours: By appointment**

**Course Description**

This course is designed to provide you with direct counseling experience and clinical supervision based on your counseling skills and knowledge. The practicum is intended to promote your professional and personal development as a skilled practitioner, capable of applying counseling theory, ethical conduct, and reflective and holistic knowledge in a culturally appropriate and responsive manner. The focus of the course is the implementation of the role of professional counselor in your site setting. This will be enhanced via self-reflection journals and class exercises, case presentations, session review through video/audio tape, and your application of counseling theory and skills. We will also focus on multicultural competence and theory development through examination of evidence-based practice.

**Course Objectives**

The objectives to the course are to help students to:

- a. enhance basic counseling skills
- b. develop your case conceptualization and treatment planning skills with diverse clients
- c. understand how to evaluate the outcomes of your interventions
- d. improve your ability to accurately assess your strengths and areas for continued growth
- e. increase awareness of transference and counter-transference issues
- f. improve ability to develop and evaluate and modify treatment plans and goals
- g. appropriately engage in critique and feedback
- h. demonstrate understanding and application of APA ethical standards of professional conduct
- i. demonstrate understanding of empirically based treatment approaches

**IDEA Course Objectives**

1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**DEA 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.

### **Readings**

There are no required texts. Readings will be assigned during the semester, based on the emerging theoretical perspectives of the students enrolled, as well as the clinical needs of the populations they serve.

### **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](#).

### **The Loyola University School of Education's Conceptual Framework :**

**(CF)—*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. This class is designed to help you consider social justice as a critical aspect of your professional work

### **Requirements**

#### *Reflection Journals*

You will be asked to submit two journal entries of your practicum experiences 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. Feedback will be given in the format of written comments. Since the instructor does not regularly meet individually with the students, it is a good way to provide more individualized feedback.

#### *Multicultural Case Presentation*

The first half of the course will focus on multicultural competence, particularly the domain of self-awareness. Students will provide a presentation that responds to a case example provided by the instructor. The case presentation will focus on the application of knowledge, self-awareness and skills. In terms of requirements for this presentation will be asked to: 1) share their reactions to the client and associated concerns presented in the case example, 2) share any aspects of your personal

identity/history that might shape how you interact with the client, 3) detail any potential challenges that you have identified in regards to working with the client, 4) discuss how you might address any issues of similarity or difference, and 5) detail specific techniques and interventions that you would utilize in working with the client. Students may use their discretion in terms of how they present this assignment (powerpoint presentation, discussion, etc). It is expected that students offer a 30 - 40 minute presentation for this assignment. Please allow time for feedback and discussion.

### *Theoretical Case Presentation*

The Theoretical Case Presentation allows students to share their emerging theoretical orientation with one another while continuing to further evaluate and refine it. Students will use an actual case to present a "course of treatment". Students should include:

- 1) Brief overview of theoretical orientation
- 2) Brief introduction of client/case and relevant background information
- 3) Detailing of therapeutic atmosphere and roles of clinician and client. (How does your theoretical approach influence these things?)
- 4) Detailing of techniques and interventions utilized during work with client
- 5) Reactions to your work with client and theory or theories utilized (for example - recognized strengths or your approach - any limitations?)
- 6) Students should share a 10 minute recording of their work with the client

I anticipate that this assignment should last 45 minutes to an hour. Please allow time for feedback and discussion. The focus of this presentation is to demonstrate a cohesive theoretical understanding and your ability to translate that theory into practice

### *Self-reflection Presentation*

Students will be asked to deliver a presentation that addresses how your understanding of yourself as a clinician has developed over the course of the year. Please discuss the individual goals you initially set for yourself, your development as a multiculturally informed clinician, and how you have begun to integrate your understanding of yourself as a person with your theoretical orientation and clinical work. Presentations should last approximately 20 minutes

### *Class Participation and Attendance*

Class attendance and participation is mandatory. Because the course is structured as a supervision consult group, attendance of the individual members greatly impacts the ability of all class participants to grow and learn. It is hoped that students will act as resources and colleagues to one another throughout the semester, so frequent and consistent interaction is essential to the learning process.

### *Paperwork/Clinical Performance*

The hours-verification form, supervisor's evaluation, and your site evaluation must be turned during the final week of classes. Students must receive satisfactory evaluations from their on-site clinical supervisors in order to pass the course.

### **Grading Policy**

Grades will be determined by the satisfactory completion of each of the above-mentioned requirements in addition to class participation, attendance and adherence to Ethical and Professional Standards. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars.

Students are expected to:

- be self-initiating
- be introspective, open and receptive to feedback
- be flexible in making appropriate changes in response to feedback
- be aware of and demonstrate behavior consistent with the ethical standards of ACA and of a caliber necessary to maintain effective professional relationships
- demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors
- maintain acceptable written records and reports of professional activities as required by the department and site supervisors

Your grade for this course will be determined by the following:

Reflection Journals	10 points (total)
Multicultural Case Presentation	20 points
Theoretical Case Presentation	50 points
Self-reflection Presentation	10 points
Class Participation and Attendance	10 points

Grades are determined as follows:

100-90 points	A
89-80 points	B
79-70 points	C
69-60 points	D
59 and below	F

### **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.

### ***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 multiculturally competent professional who is able to work effectively with diverse clients and communities.

## **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://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***.

## Course Outline

Full class group sessions will be the format for the semester classes. Typically the first half of the class will be used for general discussion, professional and case consultation and self-reflection exercises. The second half of the class will be reserved for formal clinical presentations. The rotation of presentations will be assigned during the first class meeting.

Week	Class Topic	Assignment
January 16	No Class: MLKJr Holiday	
January 23	Introduction/Semester Overview	
January 30	Case Consultation	
February 6	No Class/Doc Interviews	
February 13	Case Consultation	Journal #1 Due
February 20	MC Case Presentation:	
February 27	MC Case Presentation:	
March 6	No Class: Spring Break	
March 13	MC Case Presentation:	
March 20	Case Consultation:	Journal # 2 Due
March 27	Theoretical Presentation:	
April 3	Theoretical Presentation:	
April 10	Theoretical Presentation:	
April 17	No Class: Easter Holiday	
April 24	Self-reflection Presentations	Final Paperwork Due

