

**Loyola University Chicago**  
CPSY 441-004 - Internship - Spring 2018

Corboy Law Center - Room 204  
Monday -- 7:00 – 9:30 PM  
January 22 - April 23, 2018

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## **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, evaluate and use resources to explore a topic in depth

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 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

## **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).

## **Conceptual Framework = Social Action through Education**

As a professional school counselor, 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.

Your development as a culturally competent professional is critical to working effectively with, but not limited to diverse clients of race, gender, sexual orientation, social class, ethnicity and ability status.

## **Dispositions**

This semester all students will be assessed on the following:

- Interactions
- Course work
- Field work
- Multicultural issues
- Multicultural interactions
- Student development
- Student needs

You will be evaluated based on the rubric in LiveText. Please review.

## **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 23, 2018 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 1-2 page typed journal/professional experience reflection must be uploaded to Sakai by the beginning of the following class dates: **1/29, 2/5, 2/19, 2/26\* & 3/12**

Reflective thought is a highly valued skill within 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 look for you to think and write about your reactions and insights you will experience 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 26\*, 2018.** 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 4/2, topics to be assigned on first come, first served 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 psycho-educational group lesson including an activity. Obviously psycho-educational groups are typically 8 or more weeks long, however for this assignment you will only need to 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. 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

My suggestion is that you use the ASCA Lesson Plan for this activity.

**F. Final Project: due dates, 4/9 & 4/16 to be assigned on first come, first served basis.** To complement your experience in this class you will be required to design, develop 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/Google Slides format and should include a list of relevant resources. You will be required to share your presentation with your classmates (so you may want to consider using Google Slides).**

**NOTE: You will be required to submit a project proposal by Feb. 26, 2018.** 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, thus the proposal is just declaring your intentions.

**G. Self-evaluation and counseling philosophy paper – Due April 16, 2018.** 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. Here are 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 weaknesses, the 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.

### **Journal Topic Selection List**

- Describe your greatest professional 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.

## Psycho-educational Group Activity Rubric

Name	Points Possible	Points Earned
Type of group:	2	
Target population:	2	
Objective of activity <input type="checkbox"/> Provided and clearly stated <input type="checkbox"/> Related to theme of group	2	
Counseling standards <input type="checkbox"/> Assignment demonstrated reference to ISBE or ACA standards	2	
Quality of handout <input type="checkbox"/> Group demographics provided <input type="checkbox"/> Activity materials, instructions and details provided <input type="checkbox"/> Discussion questions and reflection prompts provided <input type="checkbox"/> Mechanics and visual presentation	8	
Presentation to class <input type="checkbox"/> Presentation style and leading the activity <input type="checkbox"/> Use of time <input type="checkbox"/> Activity selection and execution	4	
	20	

## Final Project Rubric

Name	Points Possible	Points Earned
Project Topic Selection Rationale <input type="checkbox"/> Have you explained how this topic meets a need either at your site or for your professional development	2	
Project Relevancy <input type="checkbox"/> Have you shown the relevancy to your site, students or practice?	2	
Adaptability <input type="checkbox"/> Have you shown how this can be used with other sites or populations?	2	
Originality <input type="checkbox"/> Does this work represent something new? Does this represent your work? Is this unique to your site, students and personal experiences?	4	
Goal Oriented <input type="checkbox"/> Have you clearly stated your goals? Why did you choose thi? What do you want it to accomplish and for whom?	3	
Research <input type="checkbox"/> Have you provided reference to empirical data? Cited the sources used?	2	
Thorough <input type="checkbox"/> have you thought through the details, even the small ones? Can you identify any challenges you may encounter? How will you address those?	5	
Presentation of Material <input type="checkbox"/> Did you use the PowerPoint format? Did you share a copy with your peers? <input type="checkbox"/> Were you mindful of time constraints? Did you cover all you intended? <input type="checkbox"/> Does the final product address all of the required components? <input type="checkbox"/> Mechanics and visual presentation	5	
	25	

## Grading

Your grade for this course will be based on your ethical, responsible performance as a pre-service counselor. 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. 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 uploaded to Sakai on or before the due date. No late work will be accepted without prior instructor approval.**

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

### **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 440 Spring 2017 (Bolden Greer)

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
January 22	Introduction, course expectations, building on-site professional and collaborative relationships, dealing with difficult parents	
January 29	Preparing for interviews; Job search	<b>Journal #1</b>
February 5	Scheduling	<b>Journal #2</b>
February 12	Special Populations	
February 19	Watch and Reflect: Dropout Nation <a href="https://www.pbs.org/wgbh/frontline/film/dropout-nation/">https://www.pbs.org/wgbh/frontline/film/dropout-nation/</a>	<b>Journal #3</b>
February 26	College Admissions	<b>Journal #4 -College Info Sheet; Final Project Proposal</b>
March 5	<b>NO CLASS - Spring Break</b>	
March 12	College Admissions	<b>Journal #5</b>
March 19	Special Education	
March 26	Psycho-educational groups part 1	
April 2	Psycho-educational groups part 2	<b>Group Activity Presentations</b>
April 9	Final Project Presentations	
April 16	Final Project Presentations; Wrap-up	<b>Counseling Philosophy Papers</b>
April 23	Individual Conferences	<b>All Course Forms</b>

# 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/](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***.