Instructor: Michelle Schlack, Ed.D, LPC, NCC
Phone Number: Provided in class
E-mail: mschlac@luc.edu; micsch@d219.org
Office Hours: By appointment

Course Description:
This course will provide you with supervision for your direct counseling experience at your respective placement sites. Reflection on practice and competencies for practice in a multicultural world will be developed through class activities and discussions. The following IDEA objectives will be met:

IDEA Objectives Essential to this course
- Learning to apply course material (to improve thinking, decision making and problem solving)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objectives Important to this course
- Acquiring skills in working with others as a member of a team
- Developing knowledge and understanding of diverse perspectives, global awareness or other cultures

IDEA Course Evaluation Link for Students
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Dispositions
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LiveText
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Conceptual Framework and Conceptual Framework Standards
Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge and skills as a school counselor in an ethical and reflective manner in order to promote 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. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Technology:** In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. E-mail will provide a convenient way for us to communicate with one another in between class meetings. Each week I will send an email with readings and resources for the following week.

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

**Syllabus Addendum Link:** [http://luc.edu/education/syllabus-addendum/](http://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.*

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

**Submission of Assignments:** All assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and proper formatting are expected for all assignments. All submitted assignments should adhere to APA Style and are due at the beginning of class on the assigned due date. As this is a graduate level course, late work will NOT be accepted and will result in a grade of zero. Exceptions may be made by PRIOR arrangement with the instructor on a case by case basis.

**Professional Behavior:** Please be sure to turn off cell phones prior to the start of class. Appropriate use of laptops and/or tablets is permitted in class, however should this become a distraction to you, the instructor or your peers, you may be asked to refrain from further use.

**Attendance and Participation**
As much of the learning in this course occurs during our class discussions, your attendance and participation is essential and represents a significant portion of your final grade. Therefore, you are expected to attend all class meetings and to actively participate in all class discussions both as a listener and a speaker. Becoming an effective counselor requires exploration of personal values, assumptions and worldviews, while simultaneously learning to understand and respect the values, assumptions and worldviews of others. Thus, in this class students will be expected to discuss their personal views and to be respectful of the views of others as well, thereby ensuring a safe space for meaningful learning.

**Course 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 22, 2019 and are required in order to receive a final grade):
   1. Hours verification Form
   2. Supervisor Evaluation Form
   3. Site Evaluation Form (this will come from Dr Gonzalez)

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: 1/28, 2/4, 2/11, 2/25* & 3/11

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 25*, 2019. 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 3/18 & 3/25, 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, 4/8 & 4/15 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. 25, 2019.** 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 15, 2019.** 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%
Class Participation 10%

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
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