**Instructor:** Michelle Schlack, Ed.D, LPC, NCC  
Phone Number: Provided in class  
E-mail: mschlac@luc.edu  
Office Hours: By appointment, please email/call for a time, I will open the weekly zoom meeting at 5:15pm for questions  
Instructor Responsiveness: I will always prioritize answering questions, though I do request up to 24 hours to provide my response to emails or text messages. Assignments will be returned with comments the week after they are due, for forum posts this will be in the form of comments to your post.

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of _Cura Personalis_, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**
- [Spring 2021 RETURN to CAMPUS Checklist](#)  
- [Spring 2021 RETURN to CAMPUS Guidance](#)  
- [Required Personal Safety Practices](#)  
- [COVID-19 Testing and Reporting Protocol](#)  
- [COVID-19 Campus Updates](#)  

**Course Description**
This course will provide you with supervision for your direct counseling experience at your respective placement sites. Students will demonstrate case conceptualization and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement. 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 Objective Important to this course**
- Developing knowledge and understanding of diverse perspectives, global awareness or other cultures
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](#).

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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 and as such will focus on standards CF2 and CF4. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/) Throughout the term you will be asked to consider how cultural issues impact your work with students, families and other educators and you will be tasked with identifying and applying culturally appropriate and ethical interventions in your work.

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 and Sakai will provide convenient ways for us to communicate with one another in between class meetings. Each week the readings and resources for the following week will be provided to you via email or Sakai.

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.
Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis and/or dealing with a family emergency, etc.. I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Syllabus Addendum Link  https://www.luc.edu/education/studentlife/resources/syllabi/
This link directs students to statements on essential policies regarding Smart Evaluation, Dispositions, LiveText, 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.

Submission of Assignments/Late Work Policy
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. All assignments are to be submitted and will be graded/commented on electronically. All assignments should be submitted to Sakai.

Professional Behavior
When we meet via zoom, please minimize outside distractions and remain present with the class. Please silence or turn off your cell phones prior to the start of class in order to minimize distractions.

Attendance and Participation in class and the discussion forum
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. The Zoom links for each class will be available in Sakai. 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 others’ views 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 26, 2021 and are required in order to receive a final grade):
   a. Hours verification Form
   b. Supervisor Evaluation Form
   c. Site Evaluation Form (this will come from Dr Gonzalez)
D. Reflection Forum Posts in Sakai (see course schedule for due dates)

Six times throughout this semester you will be required to participate in an online discussion forum through Sakai. Each time you will be required to submit a reflection of your experience as an intern and then you will also be required to respond to at least one of your classmates’ posts. Generally speaking your reflection should be 1-2 pages, while your responses to others will be shorter. While you are only required to respond to one classmate, you are welcome to respond to as many as you chose.

New for this semester will be assigned reflection 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 the reflection topic list attached.
Reflection posts are due by Friday at 8pm in order to allow people time to read and respond. Responses are due by the beginning of class on Mondays. Your entry must identify the topic you selected.

E. **Final Project:** (see course schedule for due dates)

To compliment your experience in this class you will be required to design, create and present a final project that meets the following criteria:

- **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
- **Adaptable** - to both a variety of school settings and to the differing styles of colleagues in the field
- **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
- **Goal Oriented** – this project may address either academic or therapeutic goals, just be clear about your goals
- **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 February 22, 2021. This proposal should:

- Identify the nature of your project
- The goals it is intended to meet and the need it fills either for your professional growth and development or for your school site
- Include your first and second preference of presentation dates - if you are selecting the last date please include why you need to go on the last date.

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

F. **Self-evaluation and counseling philosophy paper – Due April 19, 2021.** This paper should not exceed 6 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. Please be sure to address the following:

- Your self-care plan and its evolution
- Your progress on the goals you set for this year
- Your strengths and areas for continued growth
- Your reflection on your site, your supervisor, this course and your overall experience this year
## Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection posts &amp; reactions</td>
<td>36 points total</td>
</tr>
<tr>
<td></td>
<td>● 3 points for each post</td>
</tr>
<tr>
<td></td>
<td>● 3 points for each reflection</td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>4 points</td>
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<tr>
<td>Final Project</td>
<td>35 points</td>
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<td>Self Evaluation/Counseling</td>
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<td>Philosophy Paper</td>
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<td>Class participation</td>
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## Grade Scale

<table>
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<th>Description</th>
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<tr>
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</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B</td>
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<tr>
<td>80-84</td>
<td>B-</td>
</tr>
<tr>
<td>75-79</td>
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<tr>
<td>70-74</td>
<td>C-</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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</tbody>
</table>

## Class Schedule - Topics/ Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due (at the beginning of Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25</td>
<td>Introduction, review course expectations</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>Preparing for interviews; Job search</td>
<td>Forum Post #1 due by 8pm on 1/29,</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker - Scott Bramley ETHS</td>
<td>Response due by 5:30pm 2/1</td>
</tr>
<tr>
<td>February 8</td>
<td>Scheduling</td>
<td>Forum Post #2 due by 8pm on 2/5,</td>
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<tr>
<td></td>
<td></td>
<td>Response due by 5:30pm 2/8</td>
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<tr>
<td>February 15</td>
<td><strong>Asynchronous class</strong></td>
<td>prep for final project proposal</td>
</tr>
<tr>
<td>February 22</td>
<td>Special Education</td>
<td>Forum Post #3 due by 8pm on 2/19,</td>
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<td></td>
<td></td>
<td>Response due by 5:30pm 2/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Project Proposal Due</td>
</tr>
<tr>
<td>March 1</td>
<td>Special Populations</td>
<td>Forum Post #4 due by 8pm on 2/26,</td>
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<td>Response due by 5:30pm 3/1</td>
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<td>March 8</td>
<td><strong>Weekend Break NO CLASS</strong></td>
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<tr>
<td>March 15</td>
<td>College Admissions</td>
<td>Forum Post #5 due by 8pm on 3/12,</td>
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<td></td>
<td></td>
<td>Response due by 5:30pm 3/15</td>
</tr>
</tbody>
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Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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Journal Topic Selection List

➢ Describe your 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 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 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)

➢ 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.

➢ Compare and contrast your day-to-day experiences as a school counselor with your training and experience in the school counseling program at Loyola. What did you feel most prepared for? What were you least prepared for?

➢ Describe your relationship with your on site supervisor. What is his/her strength? Weakness? What more would you like from him/her? What can you offer to him/her? What is the most important thing you have learned from your supervisor?

➢ Write a letter of advice to a future practicum student. What should this student know? Do? Avoid?