Loyola University Chicago
CPSY 441-006 – Practicum, Spring 2021
Mondays 7:00 p.m. – 9:30 p.m.
Corboy Room S21

Course will be taught in a hybrid format - see course schedule for details, zoom link will be in Sakai

Instructor: Samantha Nieto, M.Ed
Phone Number: Provided in class
E-mail: snieto1@luc.edu; snieto15@cps.edu

(Please expect a response within 36 hours)
Office Hours: By appointment

School of Education Commitment - COVID-19 Information
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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

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. Active and engaged communication with all of your professors is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon
as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

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

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. When you receive an email alerting you that the evaluation is available, complete it promptly. To learn more about IDEA/to access the website directly & complete your course evaluation go to: http://luc.edu/idea/ click STUDENT IDEA LOGIN on the left 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 Digication. 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.

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/ 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.

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.

**Required Text**
There is no required text for this course. Any articles or readings used or referenced in class will be available on Sakai.

**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. Issues of diversity, equity, inclusion and access will be addressed throughout the term and are an important part of the discussion for every topic covered in this class.

**Special Circumstances--Receiving Assistance**
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with the Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

**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/csaq. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

**Smart Evaluation**
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Syllabus Addendum Link  https://www.luc.edu/education/academics/syllabi/
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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. Any missing work will result in a zero; in addition, late work will be accepted for half credit. All assignments are to be submitted and will be graded/commented on electronically in order to reduce the need for passing papers back and forth. All assignments should be submitted to Sakai and should contain your last name and the assignment title. Example: Nieto_ClosingtheGapProject or Nieto_EvidenceofSelfCarePlan

Professional Behavior
When we meet via zoom, please minimize outside distractions and remain present with the class. It is my expectation that your camera will be on throughout the class. If there is a problem which requires you to turn off your camera please be sure to contact me either via my cell phone or via the Zoom chat.

Privacy Statement for Online Classes
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings should any class sessions be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

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. This is true for online classes. When we meet online a Zoom meeting link 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. If you are running late, or need to leave early, please let me know as soon as possible. Please dedicate this time to your professional development and participate as much as possible in discussions and activities.

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 students (recommended minimum)
C. Completion of course forms (all forms to be completed via fillable PDFs & are required to receive a final grade)

D. Reflection Posts in Sakai (due: 1/31, 2/7, 2/21, 2/28, 3/14, 3/21- see Sakai for details)
Five 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, responding to a prompt from your instructor. Generally speaking your reflection should be 1-2 pages. Please be thoughtful with your responses, as I will not be grading based on meeting the page requirement, but rather about the depth of reflection you put into your posts and responses.

All initial reflections will be due by the start of class on the assigned date. This will be noted in the syllabus and in Sakai. Topics for each week’s reflection will be provided in Sakai.

E. Closing the Gap 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:

- **Culturally 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. Use [this hand out](#) to help you on your creation of this project.

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.
NOTE: You will be required to submit a project proposal by February 21, 2022.

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 18, 2022. This paper should not exceed 4 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

Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Grade Scale</th>
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<tbody>
<tr>
<td>Reflection posts &amp; reactions</td>
<td>36 points total</td>
<td></td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>4 points</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Final Project</td>
<td>35 points</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Self Evaluation &amp; Counseling Philosophy Paper</td>
<td>10 points</td>
<td>70-79 C</td>
</tr>
<tr>
<td>Class participation</td>
<td>15 points</td>
<td>60-69 D</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments Due (at the beginning of Class)</td>
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<tr>
<td>January 24</td>
<td>Introduction, review course expectations</td>
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<td></td>
<td>Recruiter from Iowa - 6:30pm</td>
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<tr>
<td>January 31</td>
<td>Preparing for interviews; Job search; cover letters &amp; resumes</td>
<td>Forum Post #1 due by start of class</td>
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<tr>
<td>February 7</td>
<td>Scheduling</td>
<td>Forum Post #2 due by start of class</td>
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<tr>
<td>February 14</td>
<td>Asynchronous class</td>
<td>prep for final project proposal</td>
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<td></td>
<td>Individual check ins via zoom</td>
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<td>February 21</td>
<td>Climate and Culture</td>
<td>Forum Post #3 due by start of class</td>
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<td>Final Project Proposal Due</td>
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<td>February 28</td>
<td>Special Populations</td>
<td>Forum Post #4 due by start of class</td>
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<td>March 7</td>
<td>Spring Break NO CLASS</td>
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<tr>
<td>March 14</td>
<td>Ninth Grade Admissions</td>
<td>Forum Post #5 due by start of class</td>
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<tr>
<td>March 21</td>
<td>Counselor Identity &amp; Leadership</td>
<td>Forum Post #6 due by start of class</td>
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<td>March 28</td>
<td>Asynchronous class</td>
<td>prep time for final presentations</td>
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<td>Individual check ins via zoom</td>
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<td>April 4</td>
<td>Final Project Presentations</td>
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<td>April 11</td>
<td>Final Project Presentations</td>
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<tr>
<td>April 18</td>
<td>School Counseling Summary</td>
<td>Counseling Philosophy Papers</td>
</tr>
<tr>
<td>April 25</td>
<td>Individual Exit Conferences - online via zoom</td>
<td>All Course Forms Due</td>
</tr>
</tbody>
</table>
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Spring 2022
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