Lincoln Hill, PhD
Lhill10@luc.edu
Office hours: By appointment; please email the class instructor to schedule a meeting time
Responsiveness: Please anticipate 24 to 48-hour turnaround time on emails

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 professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

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. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

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 activities 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
**Readings**


### Requirements

#### Case Presentations

**Theoretical Orientation Case Presentation** (15 points)

Students will present a clinical case utilizing their theoretical orientation to demonstrate their ability to translate theory to practice. Students will employ a *minimum of three scholarly articles* in their presentation. The case presentation should last approximately 20 minutes with ample opportunity for feedback and discussion.

Students should:

- Provide a thorough overview of your theoretical orientation
- Detail aspects of the client/case such as relevant de-identified background information (e.g. race/ethnicity, age, sexual orientation, gender identity, languages spoken etc.) and presenting concerns
- Clarify assessment strategies employed, diagnostic considerations, and an empirically based explanation of how you came to any diagnostic conclusions
- Provide information about specific interventions employed and progression of treatment
- Share responses to the client (e.g., How do you feel towards the client? What responses do they elicit from you?)
- Identify strengths and limitations of your theoretical perspective when working with this client
- Share a 7-10 minute audio/video clip of your work with this client
- Lastly, include questions about the case for the class discussion

**Social Justice & Multicultural Case Presentation** (15 points)

Students will incorporate relevant social justice literature into their case presentation. Students might consider incorporating literature from the following areas: cultural humility, multiculturalism, anti-racism, acculturation/enculturation, intersectionality, gender affirming care etc. Students will employ a *minimum of three scholarly articles* in their presentation.

Students should:
• Detail aspects of the client/case such as relevant de-identified background information (e.g. race/ethnicity, age, sexual orientation, gender identity, salient cultural strengths, salient incidents of oppression, languages spoken etc.) and presenting concerns/diagnosis
• Include information about your own background and identities noting any similarities and differences
• Provide a brief overview of your theoretical orientation
• Clarify assessment strategies employed, diagnostic considerations, and an empirically based explanation of how you came to any diagnostic conclusions
• Provide information about specific interventions employed and progression of treatment
• Clarify how the relevant scholarship applies to your case conceptualization
• Share a 7-10 minute audio/video clip of your work with this client
• Lastly, include questions about the case for the class discussion

Therapist Use of Self Presentation (15 points)
Students will deliver a presentation addressing their own clinical development over the past year. Students will discuss their progress with their clinical goals, development regarding their multicultural orientation, and the integration of themselves and their theoretical orientation in their clinical work. If applicable, students will share relevant audio/video clips of their work with specific clients to highlight their clinical development. The case presentation should last approximately 25 minutes.

Evidence-Based Practice Presentation (15 points)
Students will deliver a presentation of their work with a reasonably new client. Students will conceptualize the client utilizing research from relevant evidence-based practices. Students should discuss associated outcomes of the evidence-based practice and any strengths/limitations to the approach. The case presentation should last approximately 20 minutes. Specifically, students should:
• Detail aspects of the client/case such as relevant de-identified background information (e.g. race/ethnicity, age, sexual orientation, country-of-origin, gender identity, languages spoken etc.) and presenting concern(s)
• Clarify assessment strategies employed, diagnostic considerations, and an empirically based explanation of how you came to any diagnostic conclusions
• Provide a thorough summary of the evidence-based research
• Provide information about the planned course of treatment and outcomes, if applicable
• Identify strengths and limitations to this approach
• Share a 7-10 minute audio/video clip of your work with this client
• Lastly, include questions about the case for the class discussion
**Written Assignments**

*Ethical Dilemma Journal (7.5 points)*
Students will write a 2-page double-spaced reflection highlighting their handling of a clinical ethical dilemma. Students might consider writing about ethical concerns such as: navigating multiple/dual roles, scope of practice/training, and/or interpersonal conflicts on site or in therapy sessions. Students will be expected to detail the ethical dilemma, synthesize relevant information from the APA Code of Ethics, and describe the decision-making process associated with the dilemma.

*Self-Care Reflection Journal (7.5 points)*
Students will write a 2-page reflection exploring their approach to self-care as advanced therapy externs. Students should include their current self-care practices, potential barriers to practicing self-care, and goals for self-care.

*Case Conceptualization Paper (15 points)*
Students will submit a 5-page paper (APA format, double spaced, Times New Roman, 12 pt font) conceptualizing a long-term clinical case (the definition of long-term may have different meanings for each student due to specific site procedures and/or treatment limitations). Students will conceptualize the client from their theoretical orientation while incorporating relevant social justice concerns, challenges/limitations in the work, and moments of transference and countertransference. Students will highlight interventions employed throughout treatment and offer future recommendations, if applicable. Specifically, students should:

- Detail aspects of the client/case such as relevant de-identified background information (e.g. race/ethnicity, age, sexual orientation, country-of-origin, gender identity, languages spoken etc.) and presenting concern(s)
- Provide a thorough overview of your theoretical orientation
- Clarify assessment strategies employed, diagnostic considerations, and an empirically based explanation of how you came to any diagnostic conclusions
- Provide information about the course of treatment, specific interventions employed in treatment, and how this corresponds to your theoretical approach and clinical judgment
- Share responses to the client (e.g., How do you feel towards the client? What responses do they elicit from you?)
- Identify strengths and limitations of your theoretical perspective when working with this client
- Provide future recommendations for this client

*Class Participation and Attendance (10 points)*
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 in 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.

*Your grade for this course will be determined by the following:*
Case Presentations: 15 points each  
Case Conceptualization Paper: 15 points  
Journals: 7.5 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

*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 APA 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

**Late Work/Make-Up Policy:**
If students need any accommodations or assignment extensions, please do not hesitate to email the class instructor to make the request.
Syllabus Addendum

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

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

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.
**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the web site.

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. EthicsLine Reporting Hotline

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- [School of Education Cyberbullying Policy](#) (PDF)
- [School of Education Netiquette Guidelines](#) (PDF)

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.
• 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.

**Digication**

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Additional ONLINE Course Policies**

**Privacy Statement**

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 by a statement in the syllabus for the course in which they will 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.

**Synchronous Meetings**

Students will meet via Zoom on Monday mornings from 10:00AM to 12:30PM. The class instructor will provide a secure Zoom link via email prior to the first class and will post the link to the Sakai classroom page.
**Student Participation**

Students are expected to attend class, participate in classroom discussions, and complete assignments and assigned readings. Students are expected to respond to emails in a timely matter. Students are encouraged to communicate any barriers or potential obstacles to classroom participation.

**Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Student Support**

**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 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/csa. 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.

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.

**Syllabus Addendum Link**

https://www.luc.edu/education/academics/syllabi/
**Course Outline**

*Note:* Classes marked “Case Consultation” will involve open opportunities for clinical consultation and feedback, in addition to self-reflective exercises and guest lectures/consultations.

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<th>Topic</th>
<th>Assignments Due</th>
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<td>Jan 24th</td>
<td>Syllabus Overview, Case Consultation</td>
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<td>Jan 31st</td>
<td>Practicum Mock Interviews</td>
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<td>Feb 7th</td>
<td>Case Presentation</td>
<td>Theoretical Orientation Case Presentation</td>
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<td>Feb 14th</td>
<td>Case Consultation</td>
<td><em>Walker, 2004</em></td>
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<td>Feb 21st</td>
<td>Case Presentation</td>
<td>Social Justice &amp; Multicultural Case Presentation</td>
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<td><em>Kivlighan et al., 2019</em></td>
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<td><em>Mosley et al., 2021</em></td>
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<td><em>Mukkamala &amp; Suyemoto, 2018</em></td>
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<td>Feb 28th</td>
<td>Case Consultation</td>
<td>Self-Care Reflection Journal Due</td>
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<td><em>Lefevor et al., 2019</em></td>
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<td>Mar 7th</td>
<td><strong>No Class – Spring Break</strong></td>
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<td>Mar 14th</td>
<td>WOC Psychologists Round Table</td>
<td><em>Hunter et al., 2021</em></td>
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<td><em>Velez et al., 2018</em></td>
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<td>Ethical Dilemma Journal Due</td>
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<td>Mar 28th</td>
<td>Case Presentation</td>
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<td>Apr 4th</td>
<td>Case Consultation</td>
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<td>Case Presentation</td>
<td>Therapist Use-of-Self Presentation</td>
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<td><strong>No Class – Easter</strong></td>
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<td>Apr 25th</td>
<td>Final Takeaways and Feedback</td>
<td>Case Conceptualization Paper Due</td>
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