

**Counseling Internship  
Summer 2018  
CPSY 441-001  
Mondays, 5:00-8:00 pm  
Corboy Law Center– Room 425**

Laura L. Riggs, Ph.D.  
773.213.1035 or lriggs1@luc.edu  
Office hours: by appointment or before/after class

#### OBJECTIVES

The Internship class is an experience designed to further promote your development as a skilled practitioner capable of applying your knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course provides you with faculty supervision of your direct counseling experience at your respective placement sites and supplements the on-site supervision experience. Your learning will focus on the following:

- a. enhancing your counseling skills
- b. developing and applying your theoretical orientation
- c. further developing your case conceptualization and treatment planning skills with diverse clients
- d. developing, evaluating, and modifying treatment plans and goals
- e. building awareness of transference and counter-transference issues
- f. engaging in critique and feedback
- g. applying the ACA ethical standards of professional conduct
- h. exploring your professional identity
- i. assessing your strengths and areas for continued growth

#### IDEA COURSE OBJECTIVES

- 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. Learning to apply knowledge and skills to benefit others or serve the public good.

The IDEA course evaluation link is <http://luc.edu/idea> (Student IDEA Log In).

#### REQUIREMENTS

- (a) complete required training hours by end of internship year (at least 1000 cumulative hours)
- (b) complete 400 hours (cumulative) of direct service with clients by end of internship year (e.g., individual, group, family counseling; co-therapy; outreach; psychoeducation; workshops that you lead or co-lead for clients; intakes; assessments; crisis intervention; observations; advocacy; consultation)
- (c) interview new professional counselor
- (d) summarize theoretical orientation and view of pathology/change
- (d) present case that applies theoretical orientation to clinical relationship
- (e) read and discuss The Gift of Therapy by Yalom
- (f) participate in group supervision
- (g) complete and submit the end-of-semester forms (hours verification and trainee evaluation)

#### INTERVIEW OF NEW PROFESSIONAL

You will interview a counseling professional who is new to the field (he/she has completed graduate work and become employed within the past three years). You will seek to gather information and advice about how to make the transition from graduate student to professional counselor. (We will create an interview outline together.) Your findings will be written up and reported orally to the class; a hard copy should be submitted via Sakai.

#### SUMMARY OF THEORETICAL ORIENTATION

You will write a 2-3 page (double-spaced) summary of your theoretical orientation. It should include views on the following: what motivates people; what causes problems/pathology; how change occurs; what can be done in therapy to assist. This should be a summary of your own ideas; readings can be briefly referenced but are not required. You will present this summary verbally to the class with your case presentation; a hard copy should be submitted via Sakai.

## CASE PRESENTATION

You will present one case during the semester in which you demonstrate how your theoretical orientation applies to your work. Specifically, you will provide a case summary to the class that includes a description of the four aspects noted above (what motivates people; what causes problems/pathology; how change occurs; what can be done in therapy to assist) as they relate to a specific client case. The presentation will require a 5-10 minute audio-taped sample of your work that illustrates at least one of the four aspects. If you are unable to audio record because of site policies, an alternative option will be used. You will have approximately 45 minutes for the presentation. You will need to disguise the identity of your client.

## BOOK DISCUSSION

You will read *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* by Irvin Yalom. You will read an assigned section as outlined in the syllabus and discuss it in class. Thought should be given to how you have used (or could use) his interventions and ideas in your work with diverse clients.

## GROUP SUPERVISION

You will meet weekly as a group with the instructor and other students. Attendance is mandatory, and deductions can be made to your grade if you are not in class. If you miss a class because of illness or an emergency, it is your responsibility to contact the instructor as soon as possible. You are expected to contribute to discussions in class each week.

## FINAL PAPERWORK

It is your responsibility to use the forms provided to you to document your practicum work this semester. You will be expected to make sure that your on-site supervisors complete the end-of-the-semester evaluations of your work and that your hours-verification form is complete, signed, and uploaded by the end of the semester. It is critical to keep personal copies of these documents for yourself in the event that they are misplaced.

## ETHICAL BEHAVIOR AND LIABILITY

You are expected to adhere to the ACA ethical standards at all times. If you find yourself facing an ethical dilemma, it is best to be proactive and seek immediate consultation from your supervisors. You are advised to consider purchasing additional personal liability insurance and submit evidence of this insurance to the department.

## GRADING

Grading in this course is based on your ethical, responsible performance as a counselor-in-training. You must fulfill the stated requirements, come prepared for supervision, and be open to feedback and guidance from your supervisors, and demonstrate appropriate skills. Failure to fulfill the requirements and/or any ethical violations may result in either grading deductions or a reassessment of your standing in the program. Thus, you are highly encouraged to speak with the course instructor in the event that you anticipate problems in the aforementioned areas. Examples of foreseeable problems include low client attendance, difficulty in obtaining tapes, class absences, or on-site problems with either supervisors or colleagues. In the event that you are unable to meet the direct client contact requirements of the course, you will be given a grade of "I" which will be changed when this requirement is met.

Your grade for this course will be determined by the following:

Interview	15%
Summary of Theoretical Orientation	20%
Case Presentation	20%
Book Discussion	15%
Participation in Group Supervision	30%

## CONCEPTUAL FRAMEWORK:

The SOE is guided by the following overarching framework: Social Action through Education. In this course, you will gain clinical knowledge and learn techniques and practices that positively impact people and systems in a diverse range of communities.

Please see <http://www.luc.edu/education/syllabus-addendum/> for a complete description of the SOE's conceptual framework.

Two specific standards (CF2 and CF4) are addressed in this class.

**CONCEPTUAL FRAMEWORK STANDARD CF2:**

Candidates apply culturally responsive practices that engage diverse communities.

In this course, you will explore how cultural issues affect your clients and the work you do with them. When conceptualizing cases and considering interventions, diversity will be thoughtfully considered and incorporated. Questions will be asked during case presentations to facilitate this conversation and determine which interventions will work best within a given cultural context and how a particular client’s culture may be impacting his/her presentation.

**CONCEPTUAL FRAMEWORK STANDARD CF4:**

Candidates engage with local and/or global communities in ethical and socially just practices.

In this course, you will gain education about different types of mental health sites that serve a variety of communities. When determining how to work with clients in these diverse settings, ethics and social justice will be at the forefront of case conceptualization and choice(s) of intervention. Questions will be asked during case presentations to facilitate this conversation and determine whether ethics are being adhered to and social justice is being promoted.

**DISPOSITIONS:**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry and/or Social Justice. The expected behaviors for the dispositions for this course are listed below.

	Exceeds Standard (0 pt)	Meets Standard (0 pt)	Partially Meets Standard (0 pt)	Does not Meet Standard (0 pt)
Interactions IL-LUC-DISP-2016.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field

	and interaction with supervisors and clients in field placements.	and interaction with supervisors and clients in field placements.	students) via work and interaction with supervisors and clients in field placements.	placements.
Field work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Multicultural Issues IL-LUC-DISP-2016.2	Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.	Candidate demonstrates knowledge of multicultural issues in counseling	Candidate occasionally demonstrates knowledge of multicultural issues in counseling	Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.
Multicultural Interactions IL-LUC-DISP-2016.2	Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.	Candidate has the ability to respond to others in a multi-culturally-competent manner.	Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.	Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.
Student Development IL-	Candidate regularly	Candidate sometimes	Candidate has an intellectual	Candidate fails to demonstrate

LUC-DISP-2016.3	demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.	demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.	understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth, and they are at times able to demonstrate this in their practice.	respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.
Student Needs IL-LUC-DISP-2016.3	All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.	Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.	Some candidate interactions with clients and students are respectful and occasionally sensitive to individual student and client needs, especially in the area of human development and learning.	Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

LIVETEXT

LiveText is used to complete the benchmark assessments aligned to the above standards and dispositions, as well as all other accreditation, school-wide, and program-wide assessments.

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***.

## SCHEDULE – SUMMER 2018

<b>Week 1:</b> May 21	Semester Overview, Schedule Review Site/Case Check-In Preparation of Interview Outline Developing a Theoretical Orientation
<b>Week 2:</b> May 28	<i>Memorial Day – No Class</i>
<b>Week 3:</b> June 4	Site/Case Check-in Discussion of Yalom (pages 1-82) Presentation of Interview Summaries Theoretical Orientation Summary/Case Presentation 1
<b>Week 4:</b> June 11	Site/Case Check-in Theoretical Orientation Summary/Case Presentation 2 Discussion of Yalom (pages 83-157) Theoretical Orientation Summary/Case Presentation 3
<b>Week 5:</b> June 18	Site/Case Check-in Theoretical Orientation Summary/Case Presentation 4 Discussion of Yalom (pages 158-214) Theoretical Orientation Summary/Case Presentation 5
<b>Week 6:</b> June 25	Site/Case Check-in Theoretical Orientation Summary/Case Presentation 6 Discussion of Yalom (pages 215-259) Final Paperwork Due Class Wrap-up