Counseling Internship
Summer 2021
CPSY 441-001
Mondays, 5:00-8:00 pm Central Time
Online and Synchronous via Zoom

Laura L. Riggs, PhD
773.213.1035 or lriggs1@luc.edu
Virtual Office hours by appointment

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.

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 SUMMER – 2021 RETURN
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

COURSE OBJECTIVES
Counseling Internship is an experience designed to 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 basic 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

COURSE REQUIREMENTS
(a) by the end of your internship, meet the cumulative hours requirements for your degree in the state of Illinois (1000 for EdS)
(b) track direct service hours for your records and possible state licensing requirements (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
e. present peer consultation topic based on a significant challenge
(f) read and discuss The Gift of Therapy by Yalom
(g) participate in group supervision
(h) complete and submit the end-of-semester forms (hours verification and trainee evaluation)
COURSE ASSIGNMENTS

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 copy should be submitted via Sakai.

SUMMARY OF THEORETICAL ORIENTATION
You will write a 500-1000 word 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. Within each of the four sections, please include an example from a case that illustrates your position. A copy should be submitted via Sakai.

PEER CONSULTATION PRESENTATION
You will present to your peers one challenge you have faced (or are currently facing) during your internship year. The specific nature of the challenge can be clinical (e.g., difficult aspect of a case), administrative, and/or professional in a broad sense. You will be required to describe the following: 1) the challenging issue; 2) ways you attempted/are attempting to respond to it and any results; 3) any resources that you used/are using that your peers might find helpful, and 4) any learning accomplished. In addition, you will: 5) present your peers with two questions related to the topic and lead a discussion around this. The discussion is intended to dig deeper into the given challenge and generate further ideas—both for yourself and your peers. You will have a total of 30-45 minutes for the presentation and discussion. If you are presenting any aspect of a clinical case, you will need to disguise the identity of your client. You must submit a written summary (500 words) to Sakai that includes the 5 components above.

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 to discuss various topics related to your development as a counselor; this will occur synchronously at class time via Zoom. You are expected to contribute to class discussions each week. Ways you can participate include offering comments to peers during their presentations, asking questions or offering insights while discussing clinical topics, or asking questions about any onsite clinical cases or concerns you have. Throughout our class discussion, please remember that an important aspect of a Jesuit education is learning to respect the rights and opinions of others. This includes: (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.

Attendance is important. If you miss a class because of an emergency, it is your responsibility to contact the instructor as soon as possible. Grade deductions can be made for missed classes.

FINAL PAPERWORK
It is your responsibility to make sure that your practicum work is documented this semester. You will be expected to make sure that your on-site supervisors complete an end-of-the-semester evaluation of your work and that your hours-verification form is complete, signed, and uploaded onto LiveText 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.
COURSE 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 class, complete assignments on time, 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, 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:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Interview</td>
<td>15%</td>
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<tr>
<td>Summary of Theoretical Orientation</td>
<td>20%</td>
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<tr>
<td>Peer Consultation Presentation</td>
<td>20%</td>
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<tr>
<td>Book Discussion</td>
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<tr>
<td>Participation and Attendance in Group Supervision</td>
<td>30%</td>
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PRIVACY
Given the confidential nature of real case discussions in this class, we will NOT be recording this class for later viewing.

INSTRUCTOR RESPONSIVENESS
I will respond to your emails within 24 hours Monday - Friday. I will return your grades within one week of the assignment due date.

REQUIRED TECHNOLOGY
For remote classes, you will be using Zoom. In addition, you will need to be able to access Sakai to complete assignments.

LATE WORK/MAKE-UP POLICY
Grade deductions will be made for late work. See Sakai assignment descriptions for specific deductions, or ask me. Due to scheduling restrictions, the peer consultation assignment cannot be made up or completed late.

STUDENT SUPPORT – SPECIAL CIRCUMSTANCES
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 Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

SCHOOL OF EDUCATION VISION AND MISSION
The SOE of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

The SOE 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
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.

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.

<table>
<thead>
<tr>
<th>Exceeds Standard (0 pt)</th>
<th>Meets Standard (0 pt)</th>
<th>Partially Meets Standard (0 pt)</th>
<th>Does not Meet Standard (0 pt)</th>
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<tr>
<td><strong>Interactions IL-LUC-DISP-2016.1</strong></td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
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<tr>
<td><strong>Course work IL-LUC-DISP-2016.1</strong></td>
<td>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 via performance in class</td>
<td>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 via performance in class</td>
<td>Candidate fails to demonstrate a basic 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 via performance in class</td>
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<tr>
<td><strong>Field work IL-LUC-DISP-2016.1</strong></td>
<td>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</td>
<td>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</td>
<td>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 via performance in class</td>
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<tr>
<td></td>
<td>Multicultural Issues IL-LUC-DISP-2016.2</td>
<td>Multicultural Interactions IL-LUC-DISP-2016.2</td>
<td>Student Development IL-LUC-DISP-2016.3</td>
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<td>and interaction with supervisors and clients in field placements.</td>
<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</td>
<td>Candidate demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
<td>Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.</td>
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<tr>
<td>and interaction with supervisors and clients in field placements.</td>
<td>Candidate demonstrates knowledge of multicultural issues in counseling</td>
<td>Candidate has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.</td>
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<tr>
<td>students) via work and interaction with supervisors and clients in field placements.</td>
<td>Candidate occasionally demonstrates knowledge of multicultural issues in counseling</td>
<td>Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate has an intellectual 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.</td>
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<td>clients in field placements.</td>
<td>Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.</td>
<td>Candidate demonstrates unfairness and a lack of multicultural sensitivity in professional interactions.</td>
<td>Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.</td>
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**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.

**SMART COURSE EVALUATION**
You will receive an email towards the end of the semester from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. You will receive 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 until after grades have been submitted, the feedback will not impact your grade. The feedback is important so that I can gain insight into how to improve my teaching and the department can learn how best to shape the curriculum.
Loyola University Chicago
School of Education
Syllabus Addendum

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 Services for Students with Disabilities web site.

Conceptual Framework
SOE's Conceptual Framework - Social Action through Education - is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable.

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.

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.

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 online 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.

LiveText
All degree seeking students 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 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.
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.
| Week 1: May 24                  | Semester Overview, Schedule Review  
|                                | Site/Case Check-In  
|                                | Theoretical Orientation Discussion  
|                                | Preparation of Interview Outline  |
| Week 2: May 31                | *Memorial Day – No Class*  |
| Week 3: June 7                | Discussion of Yalom (pages 1-82)  
|                                | Presentation of Interview Summaries  
|                                | Peer Consultation Presentation 1  |
| Week 4: June 14               | Peer Consultation Presentation 2  
|                                | Discussion of Yalom (pages 83-173)  
|                                | Peer Consultation Presentation 3  |
| Week 5: June 21               | Peer Consultation Presentation 4  
|                                | Discussion of Yalom (pages 174-259)  
|                                | Clinical Topic  |
| Week 6: June 28               | Class Wrap Up  
|                                | Professional Topics  
|                                | Final Paperwork Due  |