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 journals and class exercises, case presentations, session review through video/audio tape, and your application of counseling theory and skills.

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 evidence-based practices

IDEA Objective

#4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Readings

There are no required texts. Readings will be assigned during the semester, based on the emerging theoretical perspectives of the students enrolled, as well as the clinical needs of the populations they serve.

Requirements

1) Monthly Process Journal:

   You will complete a monthly journal (about 3 pages) reflecting both on your training experiences so far and your experiences with group supervision/peer consultation in this class. Questions to explore include: How are you using this supervisory and consultative resource/opportunity? What can you do to better use it? What do you need from us – and how can you ask for that? What gains are you making in general with your practicum training? What frustrations are you experiencing in your training? What are your worries, anxieties, and fears?

2) Multicultural Case Presentation

   You will be expected to conceptualize your case from a multicultural perspective. The case presentation will focus on the application of the three domains (awareness, knowledge and skills) to a clinical relationship. It is preferable that students select a client they have worked with over a period of time, and whom they will continue to work with so that feedback from the class can be integrated into the therapeutic relationship. A description of expectations for the case presentation can be found at the end of this document. The focus of this presentation is to get feedback from other students to enhance your clinical skills and more effectively serve your client.

3) Theoretical Case Presentation

   The Theoretical Case Presentation allows students to share their emerging theoretical orientation with one another while continuing to further evaluate and refine it. Students will present a poster of their personal theory, and discuss their current work with a client. Students may choose to summarize one theory or combine theoretical orientations (an integrative approach), but a clear rationale for the approach must be discussed. The focus of this presentation is to demonstrate a cohesive theoretical understanding and your ability to translate that theory into evidence based practice.
4) Self-reflection Paper

You will complete a 5-7 page end-of-semester self-evaluation paper in which you will reflect on your counseling, conceptualization, and treatment-planning skills. The paper will address your reflections on:

a. Strengths with which you began the semester,

b. Professional development that you experienced during the semester,

c. Areas for continued growth,

d. An overview of your professional and multicultural identity as a counselor-in-training,

e. An overview of how you have begun to integrate your understanding of yourself as a person with your theoretical orientation and clinical work.

5) Class Participation and Attendance

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.

6) 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.

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 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.

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

Reflection Journals: 10 points

Multicultural Case Presentation: 30 points

Theoretical Case Presentation: 40 points

Self-reflection Paper: 10 points
Class Participation and Attendance: 10 points

Grades are determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90 points</td>
<td>A</td>
</tr>
<tr>
<td>89-80 points</td>
<td>B</td>
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<tr>
<td>79-70 points</td>
<td>C</td>
</tr>
<tr>
<td>69-60 points</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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School of Education’s Conceptual Framework: Professionalism in the Service of Social Justice

As a counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes 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.

Conceptual Framework Standards

Conceptual Framework Standard CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

Conceptual Framework Standard CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward services to others.

Conceptual Framework Standard CF8: Candidates apply ethical principles in professional decision making.

This standard will be assessed through the students’ evaluations from supervisors in the clinical skills domain while enrolled in CPSY 441/442 Practicum/Internship.

Course Outline

Full class group sessions will be the format for the semester classes. Typically the first half of the class will be used for general discussion, professional and case consultation. The second half of the class will be reserved for formal clinical presentations. If you are not scheduled to formally present, please still be prepared to play and discuss taped sessions. The rotation of presentations will be assigned during the first class meeting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction/Semester Overview</td>
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<tr>
<td>August 31</td>
<td>Professional &amp; Personal Self-Care, Case Consultation</td>
<td></td>
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September 7  Holiday: No Class

September 14  Case Consultation + Self-reflection #1 Due

September 21  Case Consultation + MC Case Presentation

September 28  Case Consultation + MC Case Presentation

October 5   Fall Break: No Class

October 12  Case Consultation + MC Case Presentation

October 19  Case Consultation + MC Case Presentation + Self-reflection #2 Due

October 26  Case Consultation + Theoretical Presentation

November 2  Case Consultation + Theoretical Presentation

November 9  Case Consultation + Theoretical Presentation

November 16  Case Consultation + Theoretical Presentation

November 23  TBA

November 30  Wrap-up and reflections    Final Paperwork Due    Self-reflection Paper Due

Loyola University Chicago/SOE Policies:

http://luc.edu/education/syllabus-addendum/

  o  Academic Honesty
  
  o  Accessibility
  
  o  Conceptual Framework
  
  o  EthicsLine Reporting Hotline
  
  o  Electronic Communication Policies and Guidelines

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

Multicultural Case Conceptualization

You will be expected to conceptualize your case from a multicultural competence view point. Please prepare a handout summarizing your relationship and interactions with your client thus far. All identifying information about the client should be suppressed.

Give a brief description of your client with the following informational overview: relevant familial and biographical data of the client, presenting issue, history of concern and course of treatment thus far.

Knowledge of client experience: Please discuss your understanding of the client in their own historical and political context. Help us to understand the experiences in their life that are relevant to their mental health, and how these experiences are currently impacting them. Be sure to include information about their worldview, identity development, and their place within relevant political or social structures, as well as any significant shifts or changes that they may have experienced over time. Please list one or two issues or questions you would like feedback on from the group.

Self-awareness: This description will be helpful in letting us know how your own life experience helps you to relate to and understand the experiences of your client. What aspects of your own personal history have shaped the way that you interact with and relate to this client? What assumptions did you notice yourself having about your client as you worked with them, and in what ways have the changed or been reinforced? Please describe any countertransference issues that may be present and how they impact your understanding of the client.

Skills: Please describe the skills you feel are important to use in working with this client. What interventions have you used thus far and what impact have they had given the person that your client is? How has this shaped the course of treatment thus far? What has been helpful in building rapport and empathy with this client and why? How have issues of similarity and difference between the client and therapist been explored in therapy, and what effect have they had? How have issues of similarity and difference been left unexplored in therapy, and what effect has this had?

Presentation Format: The presentation should be approximately 60 minutes long and should consist of the following: A brief overview of the handout, The sharing of audio/video recordings, (about 10-15 minutes), Facilitation of a class discussion of the client, the therapeutic relationship and the application of multicultural competence, Discussion summary by the presenter about what course of action to take in the therapeutic relationship based on the class discussion.

Theoretical Case Presentation

The Theoretical Case Presentation should include a 20-25-minute discussion and overview of your theoretical orientation. This will be followed by a discussion of its application to your current clinical work (see below). The presentation should incorporate your own values and beliefs about therapeutic
change, as well as information on evidence-based practice. It is anticipated that this theory will build upon your previous coursework and studies.

Your theoretical orientation presentation should include the following:

- A working title that summarizes the theory/view of human nature
- Nature of change
- Nature of the client/therapist relationship
- Tools/techniques/interventions utilized
- Types of clients best served
- Cultural and contextual factors
- Strengths and limitations of the approach

You should integrate the views presented in your poster and apply them to your current clinical work in a 25-30 minute presentation of a client. Your client should be someone who you have met with for ongoing therapy over a meaningful period of time. It may be a client who you will continue to work with, but it may also be a client who you have already terminated with. Please provide audio/video recording and clinical intervention examples to support the application of your theory. All identifying information about the client should be suppressed.

Finally, you should use 10-15 minutes to facilitate a discussion with questions and feedback from the class.

**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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**OFFICIAL: Dispositions Rubric, Counseling Psychology**

**IL-LUC-DISP.1 - Professionalism**

**Target:**

Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients

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 performance in course
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

**Acceptable:**

Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.

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 performance in course

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

**Unacceptable:**

Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.

Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance

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

**ILLUC-DISP.2 – Fairness**

**Target:**

Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling

Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients
Acceptable:
Candidate demonstrates knowledge of multicultural issues in counseling
Candidate has the ability to respond to others in a multiculturally-competent manner.

Unacceptable:
Candidate fails to demonstrate a working knowledge of multicultural issue in counseling
Candidate demonstrates unfairness and a lack of multicultural sensitivity in professional interactions

IL-LUCDISP.3 – All Students Can Learn

Target:
Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development
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

Acceptable:
Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth
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

Unacceptable:
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
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