Loyola University Chicago

CPSY 440-001 (3206) – School Counseling Practicum
Corboy Law Center and Room 525
Mondays 7:00 – 9:30PM
1/12/15 – 4/20/2015

Dr. Michelle Schlack, LPC
Work: 847-626-2171
micsch@d219.org
Office hours: Before class or by appointment

Objectives:
This course will provide you with supervision for your direct counseling experience at your respective placement sites. The following IDEA objectives will be met:

A. Learning to apply course material to improve thinking, problem solving and decision making
B. Developing specific skills, competencies and points of view needed by professionals in the school counseling field
C. Acquiring an interest in learning more by asking questions and seeking answers

Specifically this course is intended to supplement your on-site supervisory experience by allowing you to:

D. demonstrate knowledge and skills in a variety of school and professional settings (Conceptual Framework Standard CF2)
E. expand your understanding of the role of the counselor in a school setting
F. enhance your basic therapeutic skills
G. develop a personal counseling philosophy
H. develop your case conceptualization and treatment planning skills
I. develop your ability to create school based counseling curriculum and programs
J. improve your ability to self-assess your strengths and areas for continued growth through on-going reflection of your practicum work and class experiences
K. develop a bank of resources, both technological and general, on current topics and issues common to schools

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 belief that all students can learn. The specific dispositions for this course and the descriptions for the expected behaviors for the dispositions can be found at the end of this syllabus as well as in LiveText for this course.

ISBE School Counseling Standards
As a result of participating in the two –semester practicum and internship via CPSY 440, the following ISBE school counseling standards will be addressed:

A. Students will be exposed to interventions designed to promote the academic (Standards 1E-1H), career (Standards 2J-2S), and personal/social (Standards 3H-3S) development of students.
B. Students will be exposed to counseling curriculum (Standards 4F-4L), crisis intervention (Standards 5C-5F), individual counseling (Standards 6E-6J), group counseling (Standards 7D-7F), student planning (Standards 8E-8I), consultation (Standards 9E-9I), and prevention education (Standard 12C-12D).
C. Students will develop and understanding of a school counseling calendar which will reflect appropriate time commitments and priorities within a comprehensive developmental school counseling program (Standard 11N).
D. Students will experience interpreting assessments and applying relevant assessment technology in the academics, career and/or personal/social domains (Standards 13L-13K).
E. Students will demonstrate skills in developing a therapeutic relationship, establishing counseling goals, using relevant theory in working with students with different developmental concerns, evaluating the outcomes of their interventions and making appropriate referrals (Standards 19G-19N).
F. Students will demonstrate professional knowledge and skills by working with socially and culturally diverse students (Standards 20G-20M).
G. Students will demonstrate a commitment to the values of the school counseling profession and adherence to the ACA and ASCA standards and codes of ethics (Standards 21E-21I).

**Conceptual Framework = Professionalism in the Service of Social Justice**

As a professional counselor, higher educational professional, school psychologist or 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.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care applicable to all Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://luc.edu/education/academics_policies_main.shtml](http://luc.edu/education/academics_policies_main.shtml)

**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 term. The University policy on accommodations and participation in courses is available at: [http://luc.edu/sswd/](http://luc.edu/sswd/)

**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 here 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.

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. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Technology
In this course you will use technology to aid you in communicating, accessing resources and reflecting on professional practice. You will be able to locate articles through Loyola’s on-line libraries and find additional information through websites and links provided throughout the course.

Diversity
Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This course will include discussions of theoretical applications to diverse populations.

Requirements
A. 350 hours of onsite practicum experiences (minimum)
B. 40% of hours spent in direct service with clients (minimum)
C. Completion of course forms (all due on April 20, 2015 and all are required in order to receive a final grade):
   1. Hours verification Form
   2. Supervisor Evaluation Form
   3. Site Evaluation Form

D. Reflection Journals – A total of five journal entries will be due this term. Each should be a one to two (1-2) page typed journal/ professional experience reflection will be due at the beginning of the following class dates: 1/26, 2/2, 2/9, 2/23* & 3/9

Reflective thought is a highly valued skill with the field of counseling. A reflective practitioner will analyze situations, set goals, plan and monitor actions and evaluate results. Journal writing is one effective way to develop reflective practice. To this end, you will be required to submit a weekly journal that reflects on your experience at your site and/or in this class. Primarily I will be looking for you to think and write about your reactions and insights to the experiences you will be having during this semester.
**New this semester will be assigned journal topics.** I will provide more topics than are required, so you will maintain some element of choice. You are free to select topics in any order, but you may not write on the same topic more than once. These journal responses will involve more directed thinking on your behalf and may take longer to complete than last semester. **Please see journal topic list attached.**

**Journal #4, the College Info Sheet - due on February 23*, 2015.** You will need to research one college to present to the class. Again, this assignment is intended to expand your scope of knowledge. You will need to provide the following details about your selected college: location, cost, enrollment, admission requirements, special programs, institutional scholarships, "cool" facts – if you can find any, areas of strength/recognition. Be sure to provide a copy of your Info sheet for each of your classmates as well.

The journals will be graded on a 4-point scale. A “4” indicates a well-constructed, thoughtful, and insightful journal; a “3” indicates an acceptable journal which could have benefited from more depth of thought and/or insight; a “2” indicates a mere summary of the events without proper analysis or application and a “1” indicates an unacceptable entry.

**E. Group Counseling Activity – Due on 3/16 & 3/23 to be assigned on first-come, first-serve basis.**

The purpose of this activity is to continue to build your bank of resources and to provide you with an opportunity to plan and hopefully facilitate a psycho-educational group. For this assignment you will need to select a topic to create a psycho-educational group lesson including an activity. Obviously psycho-educational groups are typically 8 or more weeks long, however for this assignment you will only need provide the lesson and activity for one day. The fun part will be in leading your classmates through your activity! You will be asked to provide a one page handout to your classmates which must contain:

1. The type of group (ie, Anger Management group) and the week you are likely to use this activity
2. Target Population
3. The objective of your selected activity.
4. Counseling Standards Addressed – list the ISBE/ACA standards addressed by this activity
5. Summary – list the steps of the activity include any discussion questions and/or reflection prompts

**F. Final Project: due dates, 3/30, 4/6 & 4/13 to be assigned on first-come, first-serve basis.** To compliment your experience in this class you will be required to design, create and present a final project that meets the following criteria:

1. **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
2. **Adaptable** - to both a variety of school settings and to the differing styles of colleagues in the field
3. **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
4. **Goal Oriented** – this project may address either academic or therapeutic goals, just be clear about your goals
5. **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 curriculums, 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.

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 format and should include a list of relevant resources.** You will be required to share your PowerPoint presentation with your classmates (so you may want to consider using Google docs version).

**NOTE:** You will be required to submit a project proposal by Feb. 23, 2015. This proposal should:

1.) Identify the nature of your project
2.) The goals it is intended to meet and the need it fills either for your professional growth and development or for your school site

The proposal does not need to be lengthy, a paragraph or two ought to suffice; you will need the rest of the semester to more thoroughly develop your ideas, the proposal is just declaring your intentions.

**G. Self-evaluation and counseling philosophy paper – Due April 13, 2015.** This paper should not exceed 5 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. Some thoughts to assist your reflection and personal philosophies: Consider areas for your continued professional growth, consider your ability to give and receive feedback, to take initiative and to be data driven, consider strengths you have developed and strengths you see as critical to the job, think about your weakness and ways in which you have improved in these areas and consider the goals you set at the end of first semester and your progress toward these goals. Finally, you may also want to include a brief reflection on your assessment of your site, your supervisor, this course and your overall experience this year.

**Grading**
Your grade for this course will be based on your ethical, responsible performance as a counselor-in-training. You must meet the stated requirements, come prepared for supervision, be open to feedback and guidance from your supervisors, and demonstrate appropriate skills. Failure to fulfill the stated requirements and/or any ethical violations may result in point reductions or a reassessment of your standing in the program. Thus, you are highly encouraged to speak with the instructor if you anticipate problems in the aforementioned areas. Examples of foreseeable concerns include low client attendance, excessive class absences, or on-site conflicts with supervisors or colleagues. In the event that you are unable to meet the direct client contact requirements for this course, you will be given a grade of “I” which will be changed when this requirement is met. All graded assignments are due at the beginning of class on the scheduled date. All written assignments should be typed in APA format. If you are absent, the assignment should be emailed to the instructor on or before the due date. No late work will be accepted without prior instructor approval.

Psycho-educational Group Activity 20%
Reflection Journals (5) 20%
Final Project Proposal 5%
Final Project 25%
Self-Evaluation Paper 20%
Class Participation 10%

100%

Grading Scale
95-100 A 85-89 B 75-79 C 60-65 D
90-94 A- 80-84 B- 70-74 C- 0 – 59 F
## Schedule – CPSY 440 Spring 2014 (Schlack)

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 12</td>
<td>Introduction, course expectations, building on-site professional and collaborative relationships, dealing with difficult parents</td>
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<td>January 19</td>
<td>Martin Luther King Day – NO CLASS</td>
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<td>January 26</td>
<td>Preparing for interviews  Journal #1 Due</td>
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<td>February 2</td>
<td>Special Populations (gangs, bullies, dating violence, divorce, homeless) Journal # 2 Due</td>
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<tr>
<td>February 9</td>
<td>Special Populations (LGBTQ, addictions, eating disorders) Journal #3 due</td>
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<td>February 16</td>
<td>College Admissions Part I</td>
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<td>February 23</td>
<td>College Admissions Part II; Journal #4 - College Info Sheet due; Final Project Proposal Due</td>
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<td>March 2</td>
<td>SPRING Break - NO CLASS</td>
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<td>March 9</td>
<td>Special Education and Restorative Justice; Journal #5 due</td>
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<td>March 16</td>
<td>Psycho-educational groups part 1;</td>
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<td>March 23</td>
<td>Psycho-educational groups part 2</td>
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<td>March 30</td>
<td>Final Project Presentations 1-3</td>
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<td>April 6</td>
<td>Final Project Presentations 4-6</td>
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<td>April 13</td>
<td>Final Project Presentations 7-9; Self Evaluation Papers Due</td>
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<td>April 20</td>
<td>Individual Conferences ; All Course Forms Due</td>
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Journal Topic Selection List

- Describe your professional greatest challenge to date. What was it? How did you handle it? What do you wish you had done? What would you do differently in the future?

- Describe your greatest professional disappointment to date. What happened? Did you see it coming? What could you have done differently?

- Describe your vision of your first office. In what ways will you make it reflect yourself and your vision of counseling?

- Describe the role of the school counselor at your site. What are the expectations? How are the counselors viewed by the administration? By the staff? By the students? How do you feel about the way the counselors are viewed? What if anything could be done to change and/or improve the perception?

- Describe your greatest professional achievement to date. What was it? What do you think made this so successful?

- Describe a student and/or situation that has touched/moved you in some way. Why do you think this affected you so? In what ways (if any) does this help to get you in touch with your own issue(s)?

- Describe what fears still get in your way. What can you do to stop this from happening? What strategies have you tried, or plan to try?

- Describe how you can make “negative contacts” with kids meaningful. (for “negative contact” think about when you need to see a student who is failing multiple classes or some similar situation)

- Write a letter of recommendation for a student. (provide a copy of the student’s grades, just blank out the name and identifying information)

- Describe a mistake you made and the learning that resulted from the mistake.

- Describe the ways in which you have integrated yourself into the school faculty and culture at your site. Why have you chosen to integrate yourself? Based on your experiences this year, what will you do in the future – once you are hired to work at a school?

- Describe your view on school politics and how it impacts both you and the counseling department at your site. Is there something that you or someone else should be doing? Explain.

- Compare and contrast your day-to-day experiences as a school counselor with your training and experience in the school counseling program at Loyola. What did you feel most prepared for? What were you least prepared for?

- Describe your relationship with your on site supervisor. What is his/her strength? Weakness? What more would you like form him/her? What can you offer to him/her? What is the most important thing you have learned from your supervisor?

- Write a letter of advice to a future practicum student. What should this student know? Do?
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<th>Target (0.000 pt)</th>
<th>Acceptable (0.000 pt)</th>
<th>Unacceptable (0.000 pt)</th>
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<tr>
<td>Interactions IL-LUC-DISP.1</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
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<td>Course work IL-LUC-DISP.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior</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 performance in course</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 substandard course work performance.</td>
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<td>psychology students) via work and interaction with supervisors and clients in</td>
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<td>Field work IL-LUC-DISP.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior</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 in field placements.</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 in field placements.</td>
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<td>Multicultural Issues IL-LUC-DISP.2</td>
<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues</td>
<td>Candidate demonstrates knowledge of multicultural issues in counseling</td>
<td>Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.</td>
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<td>Multicultural Interactions IL-LUC-DISP.2</td>
<td>Candidate regularly demonstrates the ability to respond in a multi-culturally</td>
<td>Candidate has the ability to respond to others in a multi-culturally-competent</td>
<td>Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.</td>
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<td>competent manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
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<td>Student Development IL-LUC-DISP.3</td>
<td>Candidate regularly demonstrates through professional practice deeply held beliefs</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>
<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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<td>that all students and clients are capable of cognitive, social, psychological, and</td>
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<td>Student Needs IL-LUC-DISP.3</td>
<td>All candidate interactions with clients and students are highly respectful and</td>
<td>Some candidate interactions with clients and students are highly respectful and</td>
<td>Few candidate interactions with clients and students are highly respectful and sensitive</td>
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