Counseling Practicum
Spring 2015
CPSY 441-001
Mondays, 4:15-6:45 pm
Corboy Law Center– Room 425

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Office hours: by appointment or after class

OBJECTIVES
Practicum I 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. enhancement of your basic counseling skills
b. developing your case conceptualization and treatment planning skills with diverse clients
c. understanding how to evaluate the outcomes of your interventions
d. improving your ability to accurately assess your strengths and areas for continued growth
e. awareness of transference and counter-transference issues
f. ability to develop, evaluate and modify treatment plans and goals
g. appropriately engage in critique and feedback
h. demonstrate understanding and application of ACA ethical standards of professional conduct

IDEA 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. Acquiring an interest in learning more by asking questions and seeking answers

REQUIREMENTS
(a) complete required minimum training hours (350 on site per semester – 700 hours per year)
(b) goal = 40% of hours are direct service with clients (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) 9 journal entries
(d) multicultural case presentation that includes audiotaped segment of your work
(e) participation in group and dyadic supervision
(f) self-evaluation paper: to include your assessment of your strengths, areas in which you have improved over the semester, and areas for continued growth. Length: 5-7 pages
(g) completion and submission of the end-of-semester forms (hours verification, trainee evaluation, and site evaluation)

JOURNAL
You will keep a weekly journal of your practicum experiences and submit 9 entries across the course of the semester. The journal entry should be at least 2 full pages (i.e., typed, double-spaced). Use the journal to process your practicum experiences, including successes, frustrations, and anxieties regarding your work with clients, your supervision, and your professional development.

MULTICULTURAL CASE PRESENTATION
You will present one case during the semester in which you summarize your client's issues and progress in counseling. The case presentation will focus on conceptualizing your client from a Multicultural (MC) perspective; you will be expected to distribute to the class an MC case presentation summary. The purpose of this case presentation is to obtain feedback to improve your work. The presentation will require a 5-10 minute audio-taped sample of your work. If a student is unable to audio record because of site policies, an alternative option will be used. You will have approximately
one hour for the presentation. You will need to disguise the identity of your client but present sufficient detail and specific questions about the case (and your performance) to which your peers can respond.

GROUP AND DYADIC SUPERVISION
You will meet weekly as a group with the instructor and other students at the beginning of the class period. 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.

In addition to group supervision, you will be required to participate in weekly dyadic supervision with one of your peers. Dyadic supervision is the time when you will focus on self-exploration, skill development, or acquiring resources that aid your development. You will be expected to tape at least one of your counseling sessions each week and review your own tapes. In preparation for supervision, you will have:

1. Reviewed your tapes,
2. Taken notes on the themes and your internal process,
3. Written down future treatment goals for the client, and
4. Raised questions and issues to discuss in your supervision of the case.

Successful completion of these items will ensure that you are able to come to your supervision sessions with a clear idea of the topics for us to address.

SELF EVALUATION PAPER
Complete a 5-7 page final self-evaluation paper that addresses the goals you initially came into the course with, what you did to achieve those goals, what was difficult about the process, how your goals changed throughout the semester, anything that you learned unexpectedly, your strengths as a counselor and the challenges/areas of growth you anticipate in the next phase of your training.

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 turned in by the end of the semester. You will also be asked to complete a site evaluation. 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Journal Entries</td>
<td>20%</td>
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<tr>
<td>MC Case Presentation</td>
<td>20%</td>
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<tr>
<td>Participation in Group Supervision</td>
<td>25%</td>
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<tr>
<td>Participation in Dyadic Supervision</td>
<td>15%</td>
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<tr>
<td>Self-Evaluation Paper</td>
<td>20%</td>
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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. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.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 or term. The University policy on accommodations and participation in courses is available at: http://www.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.

www.luc.edu/ethicsline

HARASSMENT (BIAS REPORTING):
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

CONCEPTUAL FRAMEWORK:
Each course in the School of Education supports the conceptual framework of Professionalism in Service of Social Justice. Students in this course will be working to understand and improve the lives of a diverse range of clients under supervision. Students will learn and employ new skills and appropriate interventions that are grounded in research while serving others. Throughout the course, they will uphold the ethical standards outlined by the ACA.

CONCEPTUAL FRAMEWORK STANDARD CF2:
Candidates demonstrate knowledge and skills in a variety of school and professional settings.

DISPOSITION:
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 dispositions for this course are listed below, along with descriptions for the expected behaviors for the dispositions.

<p>| Target | Acceptable | Unacceptable |</p>
<table>
<thead>
<tr>
<th><strong>Professionalism</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tbody>
<tr>
<td>IL-LUC-DISP.1</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 does not demonstrate exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
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</tbody>
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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 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 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 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 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.

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<tr>
<th><strong>Fairness IL-LUC-DISP.2</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tr>
<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</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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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 demonstrates unfairness and a lack of multicultural sensitivity in professional interactions.

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<thead>
<tr>
<th><strong>All Students Can Learn IL-LUC-DISP.3</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tr>
<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>
<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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<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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TECHNOLOGY:
Students will access the syllabus, articles, and calendar for this course using Sakai, and students may communicate with the instructor outside of class via email. In addition, students will use appropriate and available technology to record therapy sessions at their clinical site for their case presentations, audio assignment, and dyadic supervision.

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

DIVERSITY:
Students in this course are expected to reflect how cultural issues affect their clients and the work they do with them. When conceptualizing cases and considering interventions, diversity must be thoughtfully considered and incorporated.
<table>
<thead>
<tr>
<th>Week 1: January 12</th>
<th>Semester Overview, Schedule Review, Check-In</th>
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<tbody>
<tr>
<td>Week 2: January 19</td>
<td><em>Martin Luther King, Jr. Day – No Class</em></td>
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<tr>
<td>Week 3: January 26</td>
<td>Check-in, Case Reviews, Dyad 1</td>
</tr>
<tr>
<td>Week 4: February 2</td>
<td>Check-in, MC Case Presentation Overview, Dyad 2</td>
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<tr>
<td>Week 5: February 9</td>
<td>Check-in, Case Conceptualizations, Dyad 3</td>
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<tr>
<td>Week 6: February 16</td>
<td>MC Case Presentation 1, Dyad 1</td>
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<tr>
<td>Week 7: February 23</td>
<td>MC Case Presentation 2, Dyad 2</td>
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<tr>
<td>Week 8: March 32</td>
<td><em>Spring Break – No Class</em></td>
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<tr>
<td>Week 9: March 9</td>
<td>MC Case Presentation 3, Dyad 3</td>
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<tr>
<td>Week 10: March 16</td>
<td>Job Search and Licensing - Speaker, Dyad 1</td>
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<tr>
<td>Week 11: March 23</td>
<td>MC Case Presentation 4, Dyad 2</td>
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<tr>
<td>Week 12: March 30</td>
<td>MC Case Presentation 5, Dyad 3</td>
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<td>Week 13: April 6</td>
<td>MC Case Presentation 6, Dyad 1</td>
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<tr>
<td>Week 14: April 13</td>
<td>MC Case Presentation 7, Dyad 2</td>
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<tr>
<td>Week 15: April 20</td>
<td>Last Class/Wrap Up, Final Paperwork Due</td>
</tr>
</tbody>
</table>

Dyad 1: Mary Bernstein and Maria Plecnik
Dyad 2: Kathy Blum and Plamena Daskalova
Dyad 3: Mariam Sanai, Elizabeth Thorness, and Jennifer Zigler