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

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

IDEA COURSE OBJECTIVES

a. Learning to apply course material (to improve thinking, problem solving, and decisions)
b. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
c. Acquiring an interest in learning more by asking questions and seeking answers

REQUIREMENTS

(a) complete 1000 hours (cumulative) on site by end of internship year
(b) goal: achieve 400 hours (cumulative) of direct service with clients by end of internship year (e.g., individual, group, family counseling; co-therapy; outreach; psychoeducation; workshops that you lead or co-lead for clients; intakes; assessments; crisis intervention; observations; advocacy; consultation)
(c) interview new professional counselor
(d) summarize theoretical orientation and view of pathology/change
(e) present case that applies theoretical orientation to clinical relationship
(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)

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, and you will add three of your own questions related to your Yalom reading.) Your findings will be written up and reported orally to the class.

SUMMARY OF THEORETICAL ORIENTATION
You will write a 2-4 page (double-spaced) summary of your theoretical orientation. It should include views on the following: what motivates people; what causes problems/pathology; how change occurs; what can be done in therapy to assist. This should be a summary of your own ideas; readings can be briefly referenced but are not required. You will present this summary verbally to the class with your case presentation.
CASE PRESENTATION
You will present one case during the semester in which you demonstrate how your theoretical orientation applies to your work. Specifically, you will provide a case summary to the class that includes a description of the four aspects noted above (what motivates people; what causes problems/pathology; how change occurs; what can be done in therapy to assist) as they relate to a specific client case. The presentation will require a 5-10 minute audio-taped sample of your work that illustrates at least one of the four aspects. If you are unable to audio record because of site policies, an alternative option will be used. You will have approximately 45 minutes for the presentation. You will need to disguise the identity of your client.

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

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

FINAL PAPERWORK
It is your responsibility to use the forms provided to you to document your practicum work this semester. You will be expected to make sure that your on-site supervisors complete the end-of-the-semester evaluations of your work and that your hours-verification form is complete, signed, and turned in 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 required to purchase 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>Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Summary of Theoretical Orientation</td>
<td>20%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>20%</td>
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<tr>
<td>Book Discussion</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in Group Supervision</td>
<td>30%</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/

ETHICS LINE REPORTING HOTLINE
Loyola University Chicago has implemented an 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 on-line (www.luc.edu/ethicsline) 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.

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.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</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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<td></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 performance in course</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>
</tr>
<tr>
<td></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 performance in course</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>
</tr>
</tbody>
</table>
Target | Acceptable | Unacceptable
---|---|---
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. | 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. | 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.

**Fairness IL-LUC-DISP.2**

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

Candidate demonstrates knowledge of multicultural issues in counseling.

Candidate fails to demonstrate a working knowledge of multicultural issue 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.

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.

**All Students Can Learn IL-LUC-DISP.3**

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

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

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.

All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

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.

**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 at least one therapy session at their clinical site on a weekly basis for their case presentations 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 upon 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.
Week 1: May 18
Semester Overview, Schedule Review
Site/Case Check-In
Preparation of Interview Outline

Week 2: May 25

Memorial Day – No Class

Week 3: June 1
Discussion of Yalom (pages 1-82)
Presentation of Interview Summaries

Week 4: June 8
Discussion of Yalom (pages 83-157)
Theoretical Orientation Summary/Case Presentation 1
Theoretical Orientation Summary/Case Presentation 2

Week 5: June 15
Discussion of Yalom (pages 158-214)
Theoretical Orientation Summary/Case Presentation 3
Theoretical Orientation Summary/Case Presentation 4

Week 6: June 22
Discussion of Yalom (pages 215-259)
Theoretical Orientation Summary/Case Presentation 5
Final Paperwork Due
Class Wrap-up