Instructor: Alfred J. Kahn, Ph.D.

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Office Hours: By arrangement

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Class Meeting: Tuesdays, 5:30 to 8:20

Prerequisites: COUN 5368 Counseling Practicum

Course Description/Content Areas: Thirty-five hours per semester of clinical supervision in a small group. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. Course focus areas include the dynamics of the counseling relationship, diagnosis and case formulation, treatment, and legal/ethical issues. Emphasizes the development of professional identity and practice issues in a variety of counseling settings.

Learning Outcomes/Course Objectives:

Departmental learning goals related to this course:
1. Master the skills, methods, and knowledge appropriate to the discipline.
2. Acquire the tools to continue professional development and lifelong learning.
3. Access, analyze, and evaluate information effectively.
4. Disseminate and communicate information effectively.
5. Understand and value individual differences and have the skills for working effectively with a diverse and changing world.
6. Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.
7. Consider issues of justice in making decisions.
8. Demonstrate skillfulness in functioning as counselors in a variety of clinical settings through the ability to elicit essential client data resulting in accurate understanding of client issues, diagnosis, appropriate treatment planning, and the use of at least one theoretical approach to counseling.
9. Demonstrate maturity and openness to supervision and learning by hearing and incorporating feedback in classes, clinical experiences, and interactions with faculty, students, and supervisors.
10. Exhibit cultural sensitivity to others in all aspects of the program.
11. Demonstrate ethical behavior in all aspects of the program.
Course-Specific Goals & CACREP Competencies:
As a result in participating in this course, students should be able to:

Personal and Professional Development
1. Embrace and utilize their personal strengths, limitations, and growing edges both professionally and personally and actively seek out supervision or consultation and refer clients when appropriate. CMHC D. 9
2. Give and receive constructive feedback without becoming defensive and, when feeling defensive, be able to identify these feelings and work with them in the group. Student should be open to seeking therapy when suggested.

Counseling Relationship and Diagnostic Strategies
3. Embrace his or her established, primary Way of Being with clients and identify which counseling theory is most compatible with this Way of Being and when to alter that Way of Being to meet the client’s needs most effectively, taking into consideration the influence of culture.
4. Demonstrate an advanced understanding of clients’ developmental issues, advanced treatment options, referral resources, and prevention strategies in the process of initiating, maintaining, and terminating counseling. At this point in the student’s clinical training, he/she should be able to articulate a personal paradigm as a Way of Understanding clients by identifying related theoretical and socio-cultural foundations of case conceptualization CMHC D.1 &2
5. Form appropriate, ethical, and effective helping relationships with a variety of clients, demonstrating sensitivity to clients’ worldviews, religious worlds, and ethno-cultural heritages.
6. Demonstrate an advanced ability to develop an accurate multi-axial diagnosis using appropriate diagnostic tools, including the current edition of the DSM.
7. Openly and non-defensively discuss with collaborating professionals and fellow student the clinical presentation of clients including differential diagnosis. CMHC D. 1, L. 1, L. 2
8. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. CMHC L. 3
9. Identify and use advanced intervention strategies that are helpful in working with clients, including those with addictions and co-occurring disorders, and that will lead to a culturally sensitive Way of Intervening. CMHC D.

Intake, Assessment, Research
10. Select appropriate comprehensive assessment interventions for diagnosis and treatment planning by:
   • Demonstrating advanced skills in conducting intake interviews, mental status evaluations, biopsychosocial and mental health histories, and psychological assessment. CMHC H. 2
   • Being aware of cultural bias in the implementation and interpretation of assessment protocols. CMHC H.1
• Screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders and assessing a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. CMHC H. 3 & 4
• Demonstrating advanced procedures for assessing and managing suicide risk. CMHC D. 6
• Through reading research, wisely apply relevant research findings to inform clinical practice. CMHC J.1.
• Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. CMHC J. 2.

Cultural Sensitivity
11. Form appropriate, ethical, and effective helping relationships with a variety of clients, demonstrating sensitivity to clients’ worldviews, religious worlds, and ethno-cultural heritages while using culturally responsive modalities in working with all clients during all stages of counseling. CMHC D. 5.
12. Easily modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. CMHC F. 3.

Ethical and Professional Responsibilities
13. Demonstrate professional adherence to ethical and legal standards in clinical mental health counseling and in professional duties at the clinical site, including promptness, record-keeping, public mental health policy adherence, and service delivery protocol. CMHC B.1, B. 2, D.7
14. Promote wellness and mental health through prevention, education, and advocacy activities by applying effective strategies to promote client understanding of and access to a variety of community resources and actively advocates for policies, programs, and services that are responsive to the unique needs of clients. As part of this process, seeks and maintains information regarding community resources to make appropriate referrals. CMHC D.3 &4, F. 1 & 2
15. Identify ethical, professional, and cultural issues when they arise and know what to do and where to go for help.

Required Text:

Recommended Texts:
**Conduct of the Course/Method of Instruction:**
Instruction will take place through supervised practical application, assigned reading, seminar discussion, audio/video review, and peer/instructor feedback. Students are expected to read assigned readings and case presentation reports prior to class. Case presentations comprise the majority of the course content.

**Importance of Class Attendance:** Supervision is the clinical foundation for counseling. The small group supervision is considered to be essential for your clinical preparation. Attendance at all classes is important.

When a student is absent from even one clinical class, it is necessary for that student to review that day’s case presentations, and to provide written critiques to the students who presented, with a copy to the instructor. This is to be completed within two weeks of the missed class to further facilitate the presenter’s clinical progress.

The department policy is that students are required to attend class and the instructor will reduce grades for absences. Instructors have the authority to reduce the course grade when a student has been absent more than one time or arrives late or leaves early to the extent such partial absences approximate one class period. Attendance will be recorded at all classes. A one point deduction will be taken for arrival more than five minutes after the class start time or leaving more than five minutes before the class end time. A two point deduction will be taken for an absence of more than thirty minutes during a class. A three point deduction will be taken for absence from an entire class.

**Cell Phones, Pagers, and other Communication Devices**
To avoid distracting other students during class, please turn all cell phones or pagers to off or vibrate. If you are expecting an emergency message and your pager or phone vibrates, please leave class quietly. No text messaging or surfing the web is permitted in class.

**Recording Class Lectures**
Students may make record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials MAY NOT be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must have appropriate citations. (See APA Manual)

**Blackboard**
All course materials including PowerPoint slides and additional readings for this course have been placed on Blackboard. You can access Blackboard through www.stthom.edu. To get the most out of class, please reference course materials placed on Blackboard for a particular session or assignment prior to coming to class.

**Schedule**
The class schedule for the semester is attached to the syllabus as a separate document.
Case presentation, write-ups, tapes, and class format:

- Case presentations will follow the standard format, as detailed in the document “Case Presentation Outline.”
- Written case presentations must be typed and posted on Blackboard by the Friday preceding the Tuesday of the oral case presentation.
- The written presentation must demonstrate appropriate English grammar and spelling. If in doubt, follow the APA manual. Grade points will be deducted for errors and poor writing.
- All written presentations should be 5-10 pages in length (double spaced).
- For each class presentation after the initial one, a video (or audio) tape of a session with that client is to be played in class. The tape must be audible in a classroom situation. The tape (a copy of the tape, not the original) will be given to the instructor along with the write up the week prior to the student’s presentation. If not provided by the site, video cameras must be purchased by the student. Cell phones should not be used for recording, as they are not a secure form of data storage. If your placement does not allow videotaping for some reason, then contact the Clinical Training Director.
- Presentations should demonstrate skill level beyond the initial sessions with a client.
- Class presentations will be scheduled for forty-five (45) minutes. All students and the instructor will have read the written case presentation.
- A sample time-frame for a class presentation is as follows (the presenter is responsible for keeping the presentation on schedule):
  - Introduction (10 minutes)
  - Questions - clarifying information in the write-up (5 minutes)
  - Tape (15 minutes) (The first presentation of the first case will not include an audio/video tape
  - Discussion of clinical themes (case conceptualization and treatment approach) (15 minutes)
- The week following the class presentation, the presenter will meet with the instructor to receive individual feedback. The presenter is responsible for arranging this time.

Grading Philosophy
All students start out the semester with a default grade of A. During the semester points will be deducted for full or partial absences from class (see above), lack of class participation, technical writing errors or poor writing style, written work that reflects minimal/inadequate content, conceptualization, or reflection, and any deficiencies in the student’s professionalism in communication and demeanor.

Copies of the he evaluation forms completed by the student and site supervisor at the end of the semester must be provided to the instructor as well as to the Departmental Director of Clinical Training. If the site evaluation is less than completely satisfactory, points will be deducted from the course grade.
Incompletes

- Incompletes will only be given for emergencies. Therefore, your final assignments must be turned in on time.
- Valid incomplete requests are a death in your family, extreme illness (not colds and flu), military activation, or anything outside of your control.
- Failure to plan ahead, panic over many papers being required at the same time, or similar circumstances are not valid reasons for incomplete requests.

Requests for extensions or making up work
Requests for test make-ups and/or assignment deadline extensions are strongly discouraged. It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee).

Withdrawal from Course
Students who find themselves in the position of having to withdraw from the course and receive a grade of ‘W’ may do so no later than the date reflected in the University’s academic calendar. Failure to comply with the official withdrawal procedure will result in a grade of F. Please consult the graduate catalogue for more information.

Due to the nature of this course, a Final Exam is not offered to students.

Weather related cancellations or changes to schedule
When UST’s campuses close due to a weather event, the University will place this information on Houston media. In addition, the University will place an announcement on its website and will send an email to the entire University community. Make-up classes will be held in accordance with University policy and directives.

Academic Integrity & Standards of Conduct
As a Basilian, Catholic university, integrity and honesty are integral components of UST’s core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the graduate catalog.

Any questions of academic integrity will be discussed by the student and instructor. If the student is found responsible for a violation of academic integrity, the issue will be discussed with the Chair of the Department and the Director of Clinical Training, to determine appropriate consequences in this clinical course.
**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference; contact the Disability Services office at 713-525-6953. If you have a letter from the Disability Office indicating that you have a disability which requires academic accommodations, present the letter to me so we can discuss the accommodations that you might need in this class.

**Course Feedback to the Instructor**
Feedback to the instructor regarding your experience in the course will be provided in two formats:

**Weekly Class Rating Scale**
At the end of each class, all students are requested to fill out a brief Class Rating Scale for that evening’s class. The availability of ongoing immediate feedback is of great value to the instructor in assessing and, if appropriate, adjusting the conduct of the course.

**University Evaluation at the end of the semester**
Students have the opportunity to evaluate courses and instructors at the end of each semester. This university evaluation is extremely helpful in the on-going improvement of our department’s striving for educational excellence in our courses. Please participate in this important process.