Instructor: Al Kahn, Ph.D. & Hillery Keith, Ph.D.
Office: School of Education Annex (1202 Colquitt)
Work Phone: Al: 713-253-9207 Hillary: 713-303-2950
Office Hours: By appointment
E-mail: kahna@stthom.edu (Kahn); keithh@stthom.edu (Keith)
CC e-mail: ajkahnphd@gmail.com
Course Home Page: On Blackboard
Class Meeting: Wednesdays, 9:00 AM to 11:45 AM
Prerequisites: CMHC Practicum I and II
Course Description: This course offers a supervised counseling experience of 200 or more hours, including 80 or more hours of direct service to clients. The student is engaged in group supervision of field placement work.
Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)

5. COUNSELING AND HELPING RELATIONSHIPS
b. a systems approach to conceptualizing clients
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
k. strategies to promote client understanding of and access to a variety of community-based resources
n. processes for aiding students in developing a personal model of counseling

SECTION 3: PROFESSIONAL PRACTICE
ENTRY-LEVEL PROFESSIONAL PRACTICE
A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

*MS students enrolled in Practica II-IV meet the requirements outlined for “internship” by CACREP. The program maintains the use of the Practica II-IV titles to distinguish this training opportunity from the post-degree “Internship” required by the Texas State Board of Examiners of Professional Counselors.*

**INTERNSHIP**

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**

**C. CLINICAL MENTAL HEALTH COUNSELING**

1. FOUNDATIONS
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

3. PRACTICE
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   d. strategies for interfacing with integrated behavioral health care professionals

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Practicum).
This course also addresses the following Catholic social justice dimensions:

**The Principle of Solidarity:** We are one human family; loving our neighbor has global dimensions in an interdependent world.

**The Principle of Human Dignity:** Every human being is invaluable and worthy of respect as a member of the human family.

**The Principle of Preferential Protection for the Poor and Vulnerable:** The good of society as a whole requires us to put the needs of the poor and vulnerable first.

**Academic Integrity and Standards of Conduct:**

As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support 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. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Students are expected to conduct themselves professionally at all times, in both their public and personal lives.

**Required Texts:**


**Recommended Texts:**


**Reserve Materials/Recommended Articles Posted on Blackboard:** TBA
Methods of Instructions and Conduct of the Course:

This course will incorporate relevant readings pertinent to the requirements of the practicum site and the on-campus course, instructor led presentations and discussions of clinical and professional topics, submission of written case presentations to be followed by oral presentation and discussion in class, and written reflection and class discussion of professional development and identity.

The schedule of class sessions provides the instructional topics to be covered, with any related readings, as well as the due dates for case presentations.

Case presentation, write-ups, recordings, 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 noon on Monday preceding the Wednesday 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. Please alert your instructor if English is your second language. We encourage all students to make use of the Writing Center on campus (see resources below).
• All written presentations should be 8-12 pages in length (double spaced).
• For each class presentation after the initial one, a video (or audio) recording of a session with that client is to be played in class. The recording must be audible in a classroom situation. The recording (a copy of the recording, 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 practicum site allows neither video or audio recording, please provide your instructor with 3 minutes of verbatim transcription of a session with your client.
• Presentations should demonstrate skill level beyond the initial sessions with a client.
• Class presentations will be scheduled for fifty-five (55) minutes. All students and the instructor will have read the written case presentation. All students will prepare comments and questions for the presenter to be used during the discussion and then submitted to the presenter.
• A sample time-frame for a class presentation is as follows:
  • Introduction and summary (15 minutes)
  • Questions - clarifying information in the write-up (5 minutes)
  • Recording (15 minutes)
  • Discussion of clinical themes (case conceptualization and treatment approach) (20 minutes)
• The week following the class presentation, the presenter will meet with the instructor to receive individual feedback.
Professional Identity Reflections:
Students will prepare each week their written reflections on their own professional development before class (use the Professional Identity Reflection Sheet on Blackboard). These reflections will be submitted to the instructor at the beginning of class each week. Other assignments related to the practicum experience will be assigned during the semester, including a mid-semester evaluation and an end-of semester summary.

Class Discussion and Participation
Student participation in and involvement with the material presented in class form the basis for learning in this setting. Participation includes both nonverbal and verbal participation.

Grading:
Grading will be based on the site evaluation, written assignments, class participation (including weekly reflections), and professional conduct. Attendance is required and will also be taken into account in grading.

Written assignments will be graded on thoroughness, thoughtfulness, and conceptual quality. Deficits in technical writing will not be acceptable. Please discuss language learning differences with your instructor.

Class participation will be graded on thoughtfulness and conceptual quality, as well as maintenance of respect and understanding of classmates.

Professional behavior is required at the practicum site and on campus at all times. Occurrences of unprofessional conduct may result in failure of the course and referral to the Clinical Coordinator for consideration of dismissal from the program.

Attendance
Attendance will be recorded at all classes. Students who are missing from class affect the group dynamic and can disrupt the learning process.

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. Each point deducted for attendance after the first three will count against the course grade.

Class Participation
Participation in class discussions on case presentations and professional identity development is an essential element of this course, since maximum learning will occur through active engagement and hearing others’ perspectives. One point will be received for full participation in each class; fractions of a point will be received for minimal or no participation. Identity Reflection papers are considered part of class participation.
Site Evaluation
25 points will be awarded for outstanding overall evaluation. 20 points will be awarded for satisfactory overall evaluation.

Case Presentations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation</td>
<td>Appropriate use of APA 2010 style. Writing is clear, concise, and organized. Writing is free from technical errors.</td>
<td>5</td>
</tr>
<tr>
<td>CACREP Learning Outcomes:</td>
<td>Client descriptive information and history is thorough and clearly presented.</td>
<td>10</td>
</tr>
<tr>
<td>Section 2.F.5; 3.B; 3.C; 5.C</td>
<td>Case formulation carefully combines the concrete patterns of the client’s problems with more abstract psychological concepts and theory. Cultural considerations must be addressed.</td>
<td>10</td>
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Course grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Site Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Case Presentation 1</td>
<td>25</td>
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<tr>
<td>Case Presentation 2</td>
<td>25</td>
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</table>

A 95 – 100
A- 90 – 94.99
B+ 85 – 89.99
B 75 – 84.99
C Below 75

Administrative Considerations

Late Assignment Policy
Due to the nature of the class presentation and format, late assignments will not be accepted. In the case of extraordinary circumstances that prevent the student from preparing and presenting his/her case as scheduled, the instructor may consider an exception.
Communication
Instructors cannot make adjustments to any individual circumstances a student may have if the instructor does not know about them in a timely manner. Please communicate any transportation, illness, or other challenges to being fully present in class to your teacher as soon as you are able. This policy does not refer to formal accommodations made due to a documented disability.

Blackboard
Course materials are placed on UST’s content management system, Blackboard by the deadlines listed above. For presentations, place one copy on the Discussion Board for students and instructors to read.

Recording Class Lectures
With the instructor’s permission, students may record any formal 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 be appropriately cited when used (see APA Manual).

Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Disability Accommodations
To request academic accommodations due to a disability or difference, contact UST Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations at the beginning of the semester. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.
**Course Evaluation at the End of the Semester**

Students are asked by the university to evaluate each course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important university process.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC 6345 Practicum III

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining factual knowledge</td>
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<tr>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning fundamental principles</td>
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<tr>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning to apply course material</td>
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<tr>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<td>5</td>
<td>X</td>
<td></td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
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<td>6</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing creative capacities</td>
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<td>7</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<td>8</td>
<td>X</td>
<td></td>
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<td>Developing skill in expressing oneself orally or in writing</td>
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<td>9</td>
<td>X</td>
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<td></td>
<td>Learning how to find and use resources for answering questions or solving problems</td>
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<td>10</td>
<td>X</td>
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<td>Developing a clearer understanding of, and commitment to, personal values</td>
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<tr>
<td>11</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
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<tr>
<td>12</td>
<td>X</td>
<td></td>
<td></td>
<td>Acquiring an interest in learning more by asking questions and seeking answers</td>
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<tr>
<td>Date</td>
<td>Instructor Led Discussion Topic</td>
<td>Case Presentations</td>
<td>CACREP</td>
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<tr>
<td>Aug 24</td>
<td>Introductions of self and site; Review of syllabus and expectations;</td>
<td></td>
<td>2,F; 3; A-E, J-M; 5,C</td>
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<tr>
<td>Aug 31</td>
<td>Case Presentations and Case Conceptualization.</td>
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<tr>
<td>Sep 7</td>
<td>Eliciting elaboration of client verbal and nonverbal behavior to increase understanding.</td>
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<td></td>
<td>Obtaining feedback from client about a) Relationship and process</td>
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<td></td>
<td>b) Progress and goal attainment.</td>
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<td></td>
<td>Self-awareness of values and judgments.</td>
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<tr>
<td>Sep 14</td>
<td></td>
<td>Case #1, First Presentation Students #1 and #2</td>
<td></td>
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<tr>
<td>Sep 21</td>
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<td>Case #1, First Presentation Students #3 and #4</td>
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<tr>
<td>Sep 28</td>
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<td>Case #1, First Presentation Students #5 and #6</td>
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<tr>
<td>Oct 5</td>
<td></td>
<td>Case #1, First Presentation Student #7</td>
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<tr>
<td>Oct 12</td>
<td>Dr. Kahn out for religious holiday. Sections meet together.</td>
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<td>Oct 19</td>
<td></td>
<td>Case #1, Second Presentation Students #1, #2 and #3</td>
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<tr>
<td>Oct 26</td>
<td></td>
<td>Case #1, Second Presentation Students #4, #5, and #6</td>
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<tr>
<td>Nov 2</td>
<td></td>
<td>Case #1, Second Presentation Student #7</td>
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<tr>
<td>Nov 9</td>
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<td>Case #2 Students #1 and #2</td>
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<tr>
<td>Nov 16</td>
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<td>Case #2 Students #3 and #4</td>
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<td>Nov 23</td>
<td>Thanksgiving Week – No Class</td>
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<tr>
<td>Nov 30</td>
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<td>Case #2 Students #5 and #6</td>
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<tr>
<td>Dec 7</td>
<td></td>
<td>Case #2 Student #7</td>
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<tr>
<td>Dec 14</td>
<td>No Final Exam</td>
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<tr>
<td></td>
<td>Reflection on self and course</td>
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