Instructors: Dr. Esther Frogel, Ph.D., Dr. Matthew Paradise, Ph.D.

Office: CMHC Office

Office Hours: by appointment

E-mail: frogele@stthom.edu, paradim@stthom.edu

Course Home Page: On Blackboard

Class Meeting: Thursdays, 1:00 – 3:45 PM,
Malloy Hall: 025 – Frogel
Malloy Hall: 016 – Paradise.

Prerequisites: CMHC 5300, 5305, 5310, 5315

Course Description: This course offers a practicum experience of 100 or more clock hours, including 40 or more hours of direct service to clients. The course engages the student in group supervision to accompany a clinical field placement (a minimum of 35 hours of group supervision). Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. An introduction to crisis intervention techniques is offered.

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
c. theories, models, and strategies for understanding and practicing consultation
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
l. suicide prevention models and strategies
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. processes for aiding students in developing a personal model of counseling
7. ASSESSMENT AND TESTING

   c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   d. procedures for identifying trauma and abuse and for reporting abuse

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.

PRACTICUM

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. 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
f. impact of crisis and trauma on individuals with mental health diagnoses

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.

Required Texts: 


Recommended Texts: 


Reserve Materials/Recommended Articles Posted on Blackboard: 

TBD

Methods of Instructions and Conduct of the Course:
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.

Supervision is the clinical foundation for counseling. Small group supervision is considered to be foundational for clinical preparation. For this reason, 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 presentation, including the recording, and then to present a written critique to the student who presented. This is to be completed within two weeks of the missed class to further facilitate the presenter’s clinical progress. More than one absence from a clinical course can result in a point grade reduction (i.e. B+ to B).

**Final Grade Distribution:**

Students will receive a final semester grade that takes into consideration the grades for the role plays and presentations (40%), class participation, including the quality and quantity of feedback given in class to fellow students (20%), and evaluations from all supervisors both at the practicum site and in the classroom (40%).

Clinical supervision is, by its nature, subjective. Thus, it is challenging to assign fixed numerical values to the content of this supervision course. Consequently, the grade percentages above represent guidelines and instructors will use their clinical experience and discernment to assign final grades to students that best reflect their overall evaluation of the students emerging clinical skills. Input from site supervisions and the clinical training director may also factor into the final grade. Students are encouraged to discuss any discrepancy between their perceived clinical performance and the grades they receive directly with the instructor.

**Expectations:**

1. Students are expected to **actively contribute** to each class session. This participation includes reading assigned course material as well as the written case presentations (from Blackboard) for the scheduled class ahead of time. Students are expected to respond to the questions asked in class, to offer relevant comments, and to support other students’ participation with their presence in the group.

2. A **crisis intervention role-play video** in which the student is the counselor is required. Students will also play the role of a client in crisis for another student’s video in the class. This video should be at least 10 minutes long. The student playing the client role may use one of the scenarios provided by the instructor. The recording must be audible in a classroom situation. The recording (a copy of the video, not the original) will be given to the instructor in advance of the presentation. Video cameras must be provided by the student.
3. Each student will offer a minimum of two case presentations (45 minutes each) during the course of the semester.

a. Presentations should demonstrate skill level beyond the intake session with a client.
A sample time-frame for a presentation is as follows:
- Introduction and discussion of client’s presenting concerns and key features (5 minutes)
- Presentation of ways in which counseling theory or research may be applied (10-15 minutes)
- Questions - clarifying information in the write-up (10-15 minutes)
- Discussion on all themes and feedback - the class will give to each presenter gifts of affirmation and challenge. (15-20 minutes)
- Discussion - “How are we doing as a group?” (5-10 minutes).

b. The case presentations include the preparation of a 7-10 page paper (DS, APA-style) submitted to the instructor and class colleagues at least three days in advance of the case presentation which includes the required paper contents (see below). The instructor will post the case presentation to Blackboard at least 24 hours in advance of the case presentation. Each member of the class is expected to read the case paper prior to class. All client information should be de-identified, and students are expected to destroy any paper copies of the case following the case presentation, to further support client confidentiality.

I. Identifying Information
First initial, age, gender, culture/ethnicity, religion, level of education, work setting.

II. Clinical Impressions including Mental Status Assessment
Description of the client’s appearance, behavior, speech, and other notable elements of a mental status exam.

III. Presenting Problem including Chief Complaints (symptoms)
The presenting problem may be, “My husband died.” The chief complaints may be, “I can’t sleep, and I have lost the will to live.” This area is identified as the client sees the problems and relates his or her symptoms or complaints. Also includes client’s thoughts as to why the problems or symptoms are present at this time. Recent crises?

IV. History - Personal, Social, Family, Mental Health, and Medical
Description of Childhood, adolescence, adulthood including marriage, children, other significant relationships. History of family and any medical and psychological problems. Chronic illnesses or complaints, operations, hospitalizations, medication and dosage, over the counter medications, herbal supplements, caffeine, alcohol, drug intake? Previous and current interaction with medical and mental health personnel. Include alternative medical treatment.

V. Tentative Theoretical Formulation using appropriate theories as references
State what patterns of thinking, feeling, behaving, and believing your client demonstrates. If you wish, you may try your hand at addressing developmental issues, transference, resistance, and possible cross cultural issues.
VII. **Tentative Initial Diagnosis and Prognosis**

DSM diagnosis.

VIII. **Recommendation for Counseling**

Recommendation for counseling (individual, family, group?) or ancillary related activities (e.g., self-help groups). How often and with whom? Try specifying some initial goals for counseling.

IX. **Critique of Counseling to Date and Requests of Group**

History of your relationship with the client. What strengths and growing edges have you brought to this relationship? Identify your counter-transference issues. Specify requests for feedback from your clinical group.

X. **Cultural Assessment**

Describes client’s personal and family world view, health care belief system, issues of diversity (race, gender, SES).

XI. **Principles of Crisis Intervention**

Describe client’s experience with trauma, intervention, and post traumatic growth.

After each presentation, the student will receive a Small Group Feedback form with grades and comments from the instructor. This will be discussed the week following the presentation during an individual supervision meeting. At that time the student will bring to the discussion two brief paragraphs incorporating the following:

- **First Paragraph**
  A critique of your written presentation from the feedback gained in class.
  A critique of the class presentation.
  A critique of your demonstrated openness to receiving feedback.
  How the information gained in class will be utilized with the client presented.

- **Second Paragraph**
  Recommended grades for the written presentation, the class presentation, and your receptivity to the class’ feedback.
  A 1-2 sentence justification for each grade.
  A list of any chapters in books or journal articles that you may read to prepare for your class presentation.

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

**Late Assignment Policy:**

One-half letter grade will be deducted from each assignment for every day it is late unless otherwise discussed with professor.
Academic Integrity and Standards of Conduct:

**Academic Integrity**
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.

**Blackboard**
Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**
With the instructor’s permission, students may 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 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.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact 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. 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 to evaluate the 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 process.

IDEA Course Evaluation Dimensions ( Discipline Code 5115 Mental Health Services)

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Gaining factual knowledge</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Learning fundamental principles</td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Learning to apply course material</td>
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<tr>
<td>4</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<tr>
<td>5</td>
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<td></td>
<td>Essential</td>
<td>Acquiring skills in working with others as a member of a team</td>
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<tr>
<td>6</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Developing creative capacities</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<tr>
<td>8</td>
<td>X</td>
<td></td>
<td>Essential</td>
<td>Developing skill in expressing oneself orally or in writing</td>
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<tr>
<td>9</td>
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<td></td>
<td>Essential</td>
<td>Learning how to find and use resources for answering questions or solving problems</td>
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<tr>
<td>10</td>
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<td></td>
<td>Essential</td>
<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>Essential</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>Essential</td>
<td>Acquiring an interest in learning more by asking questions and seeking answers</td>
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</table>
## Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Session Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1</td>
<td>08/25/16</td>
<td>Introductions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>09/01/16</td>
<td>Crisis Intervention Introduction/ Multicultural Approaches, Crisis Intervention and Assessment Models</td>
<td>James &amp; Gilliland: Chapters 1, 2 &amp; 3</td>
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<td>Section 5, #1; Section 2, #5; Section 2, #7</td>
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<td>3</td>
<td>09/08/16</td>
<td>Clinical Skills in Crisis Intervention, Handling a Crisis</td>
<td>James &amp; Gilliland: Chapters 4 &amp; 5</td>
<td>Role Play Videos</td>
<td>Section 2, #5; Section 2, #7; Section 5,#2</td>
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<td>4</td>
<td>09/15/16</td>
<td>Sexual Assault and Domestic Violence, Addiction</td>
<td>James &amp; Gilliland: Chapters 9, 10 &amp; 11</td>
<td>Role Play Videos</td>
<td>Section 2, #5; Section 5, #3</td>
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<tr>
<td>5</td>
<td>09/22/16</td>
<td>Suicide, Hostile Crisis</td>
<td>James &amp; Gilliland: Chapter 8, 14 &amp; 15</td>
<td>Role Play Videos</td>
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<td>6</td>
<td>09/29/16</td>
<td>Case Presentations</td>
<td>Case 1</td>
<td></td>
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<td>15</td>
<td>12/01/16</td>
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