FORMAT
We will meet weekly for group supervision (3hrs) and biweekly for individual supervision (1hr). The purpose of group supervision is to provide feedback in a group setting and learn advanced counseling skills. Two trainees will present their case(s) during each class meeting. If you are not scheduled to present your case(s) during class time during a given week, you will meet with me individually that week during your designated supervision time. About 45 minutes of class time will be dedicated to lecture and/or discussion of readings and relevant topics. You will have a 15-minute break.

OBJECTIVES
The main purpose of this course is to refine scientist-practitioner skills used in delivering interventions in community mental health settings. You are expected to refine your knowledge of psychological theory and techniques gained from the literature and demonstrate competence in the following three areas: psychological science, clinical practice, and professionalism.

Area I: Psychological Science
Demonstrate competence in using evidence-based practice defined as the conscientious, explicit, and judicious use of current best evidence in clinical decision making.

1. Case Conceptualization
   a. Use empirical literature to formulate treatment interventions.
   b. Demonstrate knowledge of theoretical orientation.
   c. Integrate theoretical orientation into case conceptualizations presented in individual supervision, case presentations, and treatment interventions.

2. Multicultural Theory
   a. Use empirical multicultural literature to formulate treatment interventions.
   b. Integrate cultural theory into case conceptualizations presented in individual supervision, case presentations, and treatment interventions.
   c. Integrate Multicultural Assessment Validity activities in case conceptualizations presented in individual supervision, case presentations, and treatment interventions.

Area II: Clinical Practice
1. Relationship building
   a. Effective listening and communication skills - demonstrate ability to focus on feelings, thoughts, and behaviors of client and self.
   b. Demonstrate ability to use immediacy and authenticity as clinical tools.

2. Assessment & Diagnosis
   a. Demonstrate ability to thoroughly conduct initial intakes and use assessment tools.
   b. Demonstrate ability to make informed diagnoses by consulting the DSM-IV.

3. Clinical Intervention
   a. Demonstrate ability to provide clinical interventions supported by theory.

4. Multicultural Counseling Skills
a. Demonstrate ability to provide culturally appropriate interventions, diagnoses, and treatment plans.
b. Demonstrate cultural self-awareness, knowledge, and skills.

Area III: Professionalism

1. Supervision
   a. Participate actively in individual and group supervision.
   b. Be prepared to discuss client issues, countertransference, etc. for each supervision session.

2. Case Management
   a. Client safety and welfare is imperative. If a client is contemplating suicide, contact me immediately.
   b. Maintain case files up to date (case notes, treatment plans, termination summaries, close files).
   c. Case notes are to be turned in for signing during every individual supervision.
   d. Case notes must be written within 24 hours of seeing a client.
   e. After the 3rd session with each new client, a treatment plan must be written.

3. Professional Conduct
   a. Hold a caseload of at least 3-5 clients. Each session must be video taped for supervision and your viewing.
   b. Be on time and prepared (e.g., tapes cued, case notes completed, ready to present cases, etc.) for supervision, class, and counseling sessions. Notify me ASAP if you are unable to attend class or supervision.
   c. Provide constructive feedback to peers and be willing to receive feedback.
   d. Maintain client confidentiality and issues presented in class by peers.

EVALUATIONS

Evaluations and grades are based on the successful fulfillment of all three areas. Deficiency in any of the three areas will result in a repeat and/or failing grade in the course. Feedback will be given throughout the semester. Formal evaluations will be provided during middle and end of the semester.

Grades:
A = Meets proficiency in all three areas and exceeds in at least one area.
B = Meets acceptable level of proficiency in all three areas.
C = Meets acceptable level of proficiency in only two areas.
F = Meets acceptable level of proficiency in only one area.

REQUIREMENTS

Case Presentations
Provide a brief organized handout for the class each time you provide a case presentation using the outline below as a guide. (An additional guide is provided on the eLearning website in the “documents” folder titled “case format”.) References must be provided as needed. You will evaluate orally client progress, problems, and specify what input is desired. Case information should not contain the client's name. Gather all handouts at the end of class and shred them immediately.

Client overview
- pertinent background information (i.e., demographics, family, grades, relationships)
- number of sessions
- presenting problem(s)
- referral source

Treatment Progress
- treatment goals
- focus of treatment to date
- interventions used
• theory used

Questions & Struggles
• identify your struggles/questions – what is it like to sit with this client?
• what are your own reactions to this case (positive or negative?)
• what questions are you bringing to the group (i.e., why have you picked this case and what is it you would like most to discuss during your time?)
• How have you used theory in this case (what concerns you might have for the group)

Individual Supervision
We will meet individually on the weeks you do not present your case(s) in class. Be prepared for supervision. For each individual supervision session, discuss the following:
1. Urgent issues, as well as clients that may be “at risk” (e.g., SI, HI, substance abuse.),
2. Any between-session client contacts and/or follow-ups,
3. Relevant process issues (e.g., depth of emotional experiencing),
4. Quality of the “working alliance” (i.e., agreement on tx-related tasks and goals, strength of emotional connection), including potential ruptures, repairs, etc.,
5. What you’re doing between supervision sessions to improve your counseling awareness, knowledge, and skills,
6. Your 1 or 2 most obvious strengths,
7. Your 1 or 2 most obvious weaknesses,
8. Your most important/pressing short term goals, either related to your clients or to yourself as a developing psychologist, and…
9. A running total of your accumulated practicum hours to date.

Theoretical Orientation Development
You will learn about *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008), with an emphasis on integrating psychodynamic, feminist, and multicultural psychotherapies. You will work on developing, refining, and solidifying your own counseling theory. You will present cases, develop treatment plans, and implement interventions based on theory.

Journal Entries
You will submit a one-page double-spaced 12-inch font journal entry every week you have individual supervision. The purpose of these entries is to reflect on your thoughts, feelings, reactions to your practicum experience in class, supervision, and session.

Academic Integrity
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

REQUIRED READINGS
Readings are available at [http://elearning.tamu.edu](http://elearning.tamu.edu) Additional readings may be assigned as issues arise in class/supervision. The assigned reading(s) for the last class is left to be determined and will be based on what the class would like to focus on.

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>JANUARY</strong></td>
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<td><strong>FEBRUARY</strong></td>
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<td>16</td>
<td>Integrative Multitheoretical Psychotherapy Lessons 1-4 (complete “skills worksheets” and bring 2 copies to next individual supervision session).</td>
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<td><strong>MARCH</strong></td>
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<td><em>To Be Determined…</em></td>
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