The University of St. Thomas  
Clinical Mental Health Counseling Programs  
CMHC 6340 Practicum II  
Semester & Year

Instructors: Hillery Keith, Ph.D. & Betsy Smith, M.Ed., LPC-S

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Office Hours: By appointment

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Course Home Page: On Blackboard

Class Meeting: Wednesdays 8:30am-12:30pm

Prerequisites: CMHC 5300, 5305, 5310, 5315, 6335

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 2016 CACREP competencies. CACREP here uses the term “internship”; in the CMHC program, these experiences are comprised of Practicum II, III and IV, to distinguish the language from that used by the TSBEPC to describe the required post-degree clinical training internship.

2.5.b-c, f-k, n
   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
   n. processes for aiding students in developing a personal model of counseling

3.J-M
   J. After successful completion of the practicum (Practicum I), students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (Students complete 200 of these hours in Practicum II)
   K. Internship students complete at least 240 clock hours of direct service. (Students complete at least 80 of these in Practicum II)
   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 1 ½ 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.

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:**
None

**Recommended Texts:**


**Reserve Materials/Recommended Articles Posted on Blackboard:**


**Methods of Instructions and Conduct of the Course:**

Instruction will take place through supervised practical application, assigned reading, seminar discussion, in class practice, and peer/instructor feedback. Students are expected to read assigned readings and presentation materials 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 class materials, and then to present a written reflection 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).

**Aspirational Schedule for Class Activities:**

- **8:30 – 8:45 a.m.** Gathering and Housekeeping/Administrative
- **8:45 – 9:45 a.m.** Small Groups Check In
- **9:45 – 10:00 a.m.** Break
- **10:00 – 11:00 a.m.** Student Presentations
- **11:00 – 11:15 a.m.** Break
- **11:30 – 12:30 a.m.** Activities, Speakers, etc.

**Final Grade Distribution:**

Clinical supervision is, by its nature, subjective. Thus, it is challenging to assign numerical values to the content of this supervision course. Instructors use their clinical experience and discernment to assign grades to students, and may consider the quality of all of the work over the course of the semester. Differences of perception between the student and instructor should always be discussed directly between the instructor and student.

**Graded Assignments**

Students will receive a final semester grade (letter grade) which takes into consideration the grades for each presentation, class participation (including the quality and quantity of feedback given in class to fellow students), timeliness of assignments, evaluations from all supervisors (agency and classroom supervisors), and input from the clinical training director. These are the distributed weights for each assignment in this course:

- Crisis Intervention Presentation – 25%
- Crisis Intervention Paper – 20%
- Journal Maintenance – 10%
- Reflection Paper – 20%
- Participation Grade – 25%

**Crisis Intervention Presentation**

Each student will offer a minimum of one *presentation* (30 or more minutes) during the course of the semester.

- Introduction and description of the crisis situation (5 minutes)
- Identification and explanation of the Crisis Intervention model to be used (10 minutes)
Crisis Intervention Paper

The crisis intervention presentations include the preparation of a 5-7 page paper (DS, APA-style) submitted to the instructor and class colleagues at least 2.5 days in advance of the case presentation which includes the required paper contents (see below). The student will post the case presentation to Blackboard Assignments AND Blackboard Discussion pages by noon on the Monday before the presentation. Each member of the class is expected to read the paper prior to class. All client information should be de-identified, and students are expected to destroy any paper copies of any case material following the presentation, to further support client confidentiality.

I. Identify a Crisis Situation
   Briefly describe a situation that occurred in your setting that created a crisis or had the potential for a crisis to develop.

II. Identify a Crisis Model
   Relate the crisis situation to a model provided by the authors James and Gilliland in Crisis intervention strategies. Providing source material beyond the textbook is encouraged but not required. For instance, if you know of studies that support the use of the model you are applying, that would enrich your paper.

III. Describe a Resolution
   Using the model you have selected, describe how you believe the situation could be resolved. Identify the necessary behaviors of all parties involved. Try to live within the realistic constraints of your setting while also identifying the optimal outcome.

IV. Ethical, Multicultural, Gender and Other Considerations
   Discuss how these important factors played a role in the situation that occurred as well as how you believe that they need to be addressed in the resolution. Other considerations that could be relevant include the personal and family world view, health care belief system, SES, gender, faith, etc. of the parties involved in the crisis.

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 a verbal critique of your written presentation from the feedback gained in class, the class presentation and of your demonstrated openness to receiving feedback. Students can also ask questions and discuss any thoughts about their professional development at this time.

Practicum Journal

Each student will also keep a journal of his/her summer practicum experiences. Students are
expected to maintain weekly entries that include but are not limited to the following: memorable experiences with clients and/or supervisors, listing useful theories and/or techniques, identifying theories that drive the work that is happening, etc. These entries are intended to increase self-awareness of reactions and feelings of the student counselor, as well as to be a confidential place to note questions, concerns and differences from supervisors and teachers. No content from it will be read by supervisors. Students will be graded only on the maintenance of this journal (shown to us at the end of the semester).

Reflection Paper
In addition to keeping the journal, students will also be expected to submit a short paper reflecting on what he/she has learned during the practicum II experience.

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

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.

Aspirational Schedule for Class Activities:
8:30 – 8:45 a.m. – Gathering and Housekeeping/Administrative
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10:00 – 11:00 a.m. – Student Presentations
11:00 – 11:15 a.m. – Break
11:30 – 12:30 a.m. – Activities, Speakers, etc.
## Schedule of Class Sessions (Summer):

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Session Topic</th>
<th>Activities</th>
<th>Assignment</th>
<th>Presenters:</th>
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<tbody>
<tr>
<td>1</td>
<td>6/1</td>
<td>Introduction to the Course</td>
<td>Debrief on changes, Syllabus, Counseling Practice</td>
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<td>2</td>
<td>6/8</td>
<td>TBA</td>
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<td>3</td>
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<td>8</td>
<td>7/20</td>
<td>TBA – Termination</td>
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<td>10</td>
<td>8/3</td>
<td>Wrap-Up and Saying Goodbye</td>
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