The University of St. Thomas  
Clinical Mental Health Counseling Programs  
CMHC 6340 Practicum II  
Summer 2017

Instructor: Dr. Stephanie Petersen Leachman  
Office: School of Education Annex (1202 Colquitt)  
Work Phone: 713-525-6950  
Office Hours: By Appointment  
E-mail: leachms@stthom.edu  
Course Home Page: On Blackboard  
Class Meeting: Wednesdays 8:30am-12:30pm, 016 Malloy  
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 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. Students are expected to complete a minimum of 200 clock hours of supervised counseling internship each semester in Practica II-IV.*

**SECTION 5: ENTR Y-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.

**Required Texts:** None

**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 (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.

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.

**Grading:**

Each student will offer a minimum of two *case presentations* (45 or more minutes each) during the course of the semester.

Presentations should demonstrate skill level beyond the intake session with a client. These case presentations/papers are designed to address CACREP learning outcomes 2.5.b, c, f, g, h, l, k, l, m, and n, 5.C.1.c, and 5.C.3.a, b, and c.

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction and discussion of client’s presenting concerns and key features (5 minutes)</td>
<td>Quality</td>
</tr>
<tr>
<td>Application</td>
<td>Presentation of ways in which counseling theory or research may be applied (10-15 minutes)</td>
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</tr>
<tr>
<td>Questions</td>
<td>Questions - clarifying information in the write-up (10-15 minutes)</td>
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<tr>
<td>Discussion</td>
<td>Discussion on all themes and feedback - the class will give to each presenter gifts of affirmation and challenge (15-20 minutes)</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information</td>
<td>First initial, age, gender, culture/ethnicity, religion, level of education, work setting.</td>
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<tr>
<td>Clinical impressions including Mental Status Assessment</td>
<td>Description of the client’s appearance, behavior, speech, and other notable elements of a mental status exam.</td>
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<tr>
<td>Presenting problem</td>
<td>This area is identified as the client sees the problems</td>
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<tr>
<td>Title</td>
<td>Description</td>
<td></td>
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<tr>
<td>History - personal, social, family, mental health, and medical</td>
<td>Description of childhood, adolescence, and adulthood, including marriage, children, and 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, and drug intake. Previous and current interaction with medical and mental health personnel. Include alternative medical treatment.</td>
<td></td>
</tr>
<tr>
<td>Tentative theoretical formulation using appropriate theories as references</td>
<td>State what patterns of thinking, feeling, and behaving your client demonstrates. If you wish, you may try your hand at addressing developmental issues, transference, resistance, and possible cross-cultural issues.</td>
<td></td>
</tr>
<tr>
<td>Tentative initial diagnosis and prognosis</td>
<td>DSM-5 diagnoses and rule-outs.</td>
<td></td>
</tr>
<tr>
<td>Recommendation for counseling</td>
<td>Recommendation for counseling (individual, family, group) or related activities (e.g., self-help groups). How often and with whom? Try specifying some initial goals for counseling.</td>
<td></td>
</tr>
<tr>
<td>Critique of counseling to date and requests of group</td>
<td>History of your relationship with the client. What strengths and growth edges have you brought to this relationship? Identify your counter-transference issues. Specify requests for feedback from your clinical group.</td>
<td></td>
</tr>
<tr>
<td>Cultural assessment</td>
<td>Describe the client’s personal and family world view, health care belief system, issues of diversity (race, gender, SES, religion).</td>
<td></td>
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<tr>
<td>Principles of crisis intervention</td>
<td>Describe client’s experience with trauma, intervention, and post traumatic growth.</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>First paragraph</td>
<td>A critique of your written presentation from the feedback gained in class. A critique of the class presentation.</td>
<td></td>
</tr>
</tbody>
</table>
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.

Professional Behavior/Dispositions

In addition to the standards outlined by the university and ACA, the CMHC program has also identified professional behaviors expected of all students. In concert with the academic content of the program, these dispositions may be used to assess satisfactory academic and professional progress. MS CMHC students are expected to:

Demonstrate professional responsibility by:
- Being present, punctual and prepared for professional and academic activities
- Responsibly communicating with faculty, peers, supervisors, and/or mentors
- Maintaining confidentiality of client records and private communications
- Being actively involved in professional development activities
- Maintaining composure under pressure by exhibiting self-control
- Meeting professional expectations and obligations
- Expressing thoughts and feelings effectively and appropriately
- Responding appropriately to directives from faculty members, supervisors, and mentors

Foster collegiality by:
- Exhibiting a willingness to accept and respond to feedback and productively process the feedback
- Using positive conflict resolution techniques
- Respecting others’ points of view
- Collaborating with colleagues and student peers
• Demonstrating an awareness of one’s impact on others
• Expressing feelings appropriately
• Demonstrating responsibility and honoring commitments to others

Demonstrate commitment to diversity by:
• Showing adaptability to individual and cultural differences
• Challenging one’s own biases
• Demonstrating a commitment to equity
• Facilitating experiences that counteract negative stereotypes and bigotry
• Providing others access to varying points of view
• Using language that is supportive; refraining from language that is harmful to others

Demonstrate commitment to learning by:
• Demonstrating openness and willingness to learn
• Demonstrating flexibility
• Supporting a learning environment that is open and respectful
• Cultivating professional behavior consistent with professional best practices
• Displaying creativity, curiosity, and enthusiasm for learning

Maintain professional and personal integrity by:
• Adhering to the UST academic honesty code
• Maintaining ethical and legal behaviors
• Adhering to the ACA Code of Ethics and Texas laws
• Respecting SEHS policies and procedures
• Advocating for social justice on behalf of marginalized groups

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)

**CMHC 6340 Practicum II**

<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></td>
<td>Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>X</td>
<td></td>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>X</td>
<td>Acquiring skills in working with others as a member of a team</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing creative capacities</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing skill in expressing oneself orally or in writing</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning how to find and use resources to explore a topic in depth</td>
</tr>
<tr>
<td>10</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing ethical reasoning and/or ethical decision making</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
</tr>
</tbody>
</table>
Schedule of Class Sessions (Summer):

*Bring hour logs weekly to be signed by instructor*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Session Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/31</td>
<td>Review of syllabus; Therapist burn-out</td>
<td>J&amp;G chap 16</td>
<td></td>
<td>Section 2</td>
</tr>
<tr>
<td>2</td>
<td>6/7</td>
<td>Professional Development; Site-specific topics</td>
<td></td>
<td>Professional Development</td>
<td>Section 5</td>
</tr>
<tr>
<td>3</td>
<td>6/14</td>
<td>Case Presentations</td>
<td></td>
<td>Case 1</td>
<td>Section 3</td>
</tr>
<tr>
<td>4</td>
<td>6/21</td>
<td>Case Presentations</td>
<td></td>
<td>Case 1</td>
<td>Section 3</td>
</tr>
<tr>
<td>5</td>
<td>6/28</td>
<td>Case Presentations</td>
<td></td>
<td>Case 1</td>
<td>Sections 3</td>
</tr>
<tr>
<td>6</td>
<td>7/5</td>
<td>Case Presentations</td>
<td></td>
<td>Case 1; mid-semester evaluation due</td>
<td>Section 3</td>
</tr>
<tr>
<td>7</td>
<td>7/12</td>
<td>Case Presentations</td>
<td></td>
<td>Case 2</td>
<td>Section 3</td>
</tr>
<tr>
<td>8</td>
<td>7/19</td>
<td>Case Presentations</td>
<td></td>
<td>Case 2</td>
<td>Section 3</td>
</tr>
<tr>
<td>9</td>
<td>7/26</td>
<td>Case Presentations</td>
<td></td>
<td>Case 2</td>
<td>Section 3</td>
</tr>
<tr>
<td>10</td>
<td>8/2</td>
<td>Case Presentations</td>
<td></td>
<td>Case 2; evaluations and logs due</td>
<td>Section 3</td>
</tr>
<tr>
<td>Exam Period</td>
<td>8/9</td>
<td>No class!</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>