

Instructor: Desrae Kahale
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Room: CT 253
Tues. 5:30-9:30 pm

Internship A; Mental Health Counseling

PSY 673-03 Winter 2013

Catalog Course Description:

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 300 hours (150 direct service hours, 150 administrative hours) of supervised service at an internship site. Prerequisites: Psy 646

Program Linking Statement:

This course, incorporating a 100-hour supervised community counseling practicum, develops and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of clinical instruction.

Course Description:

This class is designed to assist students in the transition from theory to practice in the “real world” as they move into the practicum stage of their training. Along with further development in applying basic counseling skills in role-play and actual counseling sessions, we will focus on the “infrastructure” required in an actual agency setting – knowledge and skills about ethical and legal issues, clinical writing, use of supervision, assessment, DSM diagnosis, treatment plans, progress notes, etc.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes:

Students will demonstrate an understanding of:

1. Intake procedures; mental status exam; DSM-IV diagnosis; assess problems, needs, strengths and weaknesses (taking into account any cultural issues impacting these areas) and design a treatment plan with measurable and behavioral goals for a client at their intern/practicum site. [*assessment/cultural diversity*]
2. Legal and ethical standards for Community Counselors (informed consent, limits of confidentiality, dual relationships, record keeping and client rights). [*ethics*]

3. Clinical records, their content, and application, and writing progress notes and preparing other clinical reports in a timely fashion. *[record keeping/clinical writing]*
4. Their own developing personal theoretical orientation, incorporating knowledge of evidence based practices and available research. *[theoretical foundation/research/practical experience]*
5. Identifying professional development skill areas. This includes basic and advanced helping skills, theory based techniques, and procedural and issue-specific skills.
6. Scientific method and research relative to marriage and family counseling. *[theoretical foundation and eclecticism, scientific method & research/cultural diversity]*
7. Why supervision is important and ways to get the most benefit from their supervision experiences in the practicum site. *[consultation/supervision]*
8. Comparing and contrasting similarities and differences between supervision and consultation. *[consultation/supervision]*
9. Integrating basic counseling skills and techniques in counseling contexts, processing their experiences with the instructor and classmates for feedback and support. *[practical experience]*
10. Cultural diversity as it relates to counseling individuals from the perspective of community counseling theory. *[cultural diversity]*

Assessment:

Course Requirements

1. ***SITE SUPERVISOR EVALUATION*** – You **MUST HAVE** satisfactory and passing performance in internship A (per the Site Supervisor’s Evaluation) to pass this course. **100 points***
2. ***Internship A LOGS*** –To be submitted for review and signature **weekly**. Sheets must be complete, in correct format, clearly describe the type of experiences and be signed by the site supervisor. Be sure to add up the hours each week and keep a **running total**. ***A minimum of 150 direct service hours and 150 administrative hours is REQUIRED*** to be allowed to continue on with your internship courses (**NO EXCEPTIONS**). Hours must be **COMPLETED** by the last day of the Spring term. **100 points**
3. ***TFAC*** –Thoughts, Feelings, Actions and Context. You will keep a journal in which you record your own thoughts, feelings, actions, and context from which you view the world and of which you will learn during your days at the practicum site. These will be turned in at the beginning of each class. **8 TFAC’s @ 15 points ea.= 120 points total**
4. ***2 CASE EVALUATIONS and TREATMENT PLANNING*** –You will write a psychological evaluation, collecting your data from the client and agency case files. Be sure

to change any identifying information to protect the client's confidentiality. Your case study must include a mental status evaluation, a DSM five-axis diagnosis, and a treatment plan. **300 points @ 150 pts ea.**

5. ***ATTENDANCE, PARTICIPATION & PROFESSIONALISM*** – This will be evaluated by: regular attendance; readiness for presentations; participation in demonstrations and exercises; timely completion of reading assignments and required forms; conscientiousness and a generally courteous and orderly manner of relating with clients, peers, site supervisor and instructor. **10 classes @ 10pts ea.=100 points**
6. ***GROUP SESSION FACILITATION*** – This will be evaluated by the students ability to manage a group using skills such as responding to thoughts and behaviors, questioning, affect and empathic understanding, The student will be given the opportunity to facilitate a group that will consist of class members. Each student facilitator will be assigned a specific focus and group issue of which to facilitate a group. Research will be the responsibility of both the student facilitator and group members (students) to understand the issues and concerns related to the assigned topic. **100 pts**
7. ***DIAGNOSIS and PHARMACOLOGY*** – This will be evaluated by the students understanding of the key principles and facts of psychiatry. The student will be required to research cases at their intern sites and develop a report of how medications factor into their clients progress and present their findings in a 1-2 page paper.

***If the student does not get a passing grade from the Clinical Supervisor, student will not pass the course**

Grading:

A = 820 - 800 points

B = 799 - 795 points

Attendance:

If you miss more than one class, you will be given a "C" and you must retake the class (Graduate programs policy). Two tardy or leaving class early without approval by the instructor will result in an absence. You must contact your instructor before class begins by phone or email if you will be absent.

Students with Disabilities:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact her as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values:

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one

hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Tentative Course Schedule:

<u>DATE</u>	<u>ACTIVITY</u>	<u>READING/ ASSIGNMENT</u>
1/08/13	Introductions & Expectations Forms Intern experience	
1/15/13	Intern Experience DYAD 1 & 2 Group Facilitation	TFAC 1 Supervision Prep Review
1/22/13	Intern Experience DYAD 3 & 4 Group Session #1 Video	TFAC 2 Supervision Prep Review
1/29/13	Intern experience DYAD 5 & 6 Group session #2	TFAC 3 Case Summary 1 due Supervision Prep Review
2/05/13	Intern Experience DYAD 7 & 8 Group Session #3	TFAC 4 Supervision Prep Review
2/13/13	Intern experience Stress and Self Care DYAD 9 & 10 Group Session #4 "Think Like A Psychiatrist" pt 1	TFAC 5 Case Summary 2 due Supervision Prep Review
2/20/13	Intern Experience DYAD 11 & 12 Group session #5 "Think like a psychiatrist" pt 2	TFAC 6 Supervision Prep Review
2/27/13	Intern Experience Group Session #6 "Think Like a Psychiatrist" pt 3	TFAC 7 Supervision Prep Review

3/06/13	Intern Experience Research presentations Individual review of logs	TFAC 8 Supervision Prep Review Research paper due
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3/13/13	Closure	All logs due
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