



Chaminade University

OF HONOLULU

Spring 2019- 2020
PSY 674-03-3 Internship B
Mental Health Counseling

Time: Tues 5:30-9:20
Online
Date: 4/6/20-6/13/20
Desrae Kahale MHC
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Catalog Course Description

This course offers the student an opportunity to practice counseling in a mental health counseling setting. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised community setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a 'reasonable' number of hours which will enable the student to meet course and program requirements. During Internship B the remainder of the 600 hours will be completed. Supervision will be with a licensed mental health therapist. *Prerequisite: PSY 646MH*

Program Linking Statement

This course, incorporating a 300 hour supervised Mental Health Counseling internship, further develops and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of Clinical Instruction.

Recommended Text:

Diagnostic & Statistical Manual of Mental Disorders, 5th Edition.

Course Description

This course is a continuation of Mental Health Counseling Practicum and will continue to promote student transition from classroom to mental health counseling in the field. Students will be involved in a peer supervision model that will assist students in **a)** the integration of self and theory with the practice of mental health counseling, **b)** the development of a personal theoretical orientation to MHC, **c)** the development of mental health counseling skills through the use of self reflection, role play, and video review, and **d)** the professional presentation of cases from their own clinical internship settings. The purpose of this course is to prepare you with all the basic and necessary skills to successfully complete your internship training. This class will be highly experiential by offering supervised feedback of your counseling skills.

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, doctoral school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Theoretical/didactic information covered in previous courses in counseling and clinical duties at the internship site.
2. Their own process and model of counseling.
3. Basic counseling competencies, i.e., as reviewed in PSY 646, through role-playing and video/taped sessions.
4. Theoretical, ethical and professional issues (including cross-cultural sensitivity) related to clinical practice.
5. Preparation for and participation in supervision and the supervision process.
6. Writing clear, concise, and professional chart/session notes, intake/initial evaluation reports, and discharge/summary reports.
7. Their level of skill and knowledge regarding personal and professional competencies.
8. Consultation with colleagues and other professionals involved in the care of the student's clients.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Title IX Statement

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact The Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Students With Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845. Once your documentation is submitted, the assessments will be reviewed and the student will be notified.

If one qualifies for ADA accommodations, an ADA agreement will be signed by the student. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential. Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received.

Contact the Counseling Center at (808) 735-4845 or e-mail at counselingcenter@chaminade.edu

Assignments

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignment	Description	Points	Applicable SLO
Logging of Hours	You will submit your logs for review for correct format, clarity of entry, and completeness on a weekly basis. The internship log must be kept with all hours entered and categorized. The log must be signed by your supervisor first and then by your internship instructor. You are required to complete a total of 300 internship hours by the end of Internship A. You must complete an approximate total of 150 hours of direct service and 150 hours administrative by the end of this class in order to register for Internship B.	180 points (9 * 20 pts each)	1
Supervision Preparation Review and Lessons Learned Form	You will submit a completed Supervision Preparation Review and Lessons Learned each week. It is expected that you will use this form to both prepare for supervision and to discuss your supervision experience.	18 points (9 * 2 pts each)	4, 5, 6, 7, and 8
TFAC	<u>Thoughts Feelings Actions Context journals are your personal reflections as you learn about counseling and about yourself. Through readings, journal entries, class discussions and participation at your intern sites you will begin the process of assessing your self-awareness. You will complete a TFAC before each class and submit to CANVAS.</u>	90 pts (9*10 pts each)	4, 5, 6, 7 and 8

Case Presentations	<p>You will present 2 cases that you have been actively involved with. Cases should be of a client you have counseled at least 3 times so that you have sufficient information. The case presentation should be accompanied by a transcript of a 5-10 minute segment. If taping is not permissible, an audio recording or a verbatim transcript will be required instead. In addition, you are required to select a minimum of 3 relevant journal articles (no more than 5 years old) that provides insight into the clinical problem(s) you are addressing. You will present these journals in context of your case presentation. You will be mindful of the requirement to ensure confidentiality.</p> <p>As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor <i>prior</i> to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.</p> <p><i>Deliverables: 1) Consent form; 2) A copy of your session transcript; and 3) a minimum of 3 abstracts of the journal articles you used for your presentation. Your presentation, including the transcript of your session (or review of your transcription) should be approximately 30 minutes in length.</i></p>	50 points (2 * 25 pts each)	2, 3, 4, 6, and 8
Written Case Reports	<p>You will complete 3 [Appendix B2] Counseling Initial Evaluation forms with clients you have counseled at least 3 times. It should be noted that you will be presenting 2 of them per online class (refer to Case Presentations and Videos). <i>Your analysis of each case <u>must</u> include reference to three peer-reviewed journal articles that establishes best practice and/or empirical data that informs you on the direction of your case.</i></p> <p>As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor <i>prior</i> to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.</p>	30 points (3 * 10 pts each)	4 and 6

Personal/Professional Characteristics	You will review your impressions of your personal qualities and professional skills based on a checklist presented in class.	5 points	7
Supervisor's Evaluation	<u>You must perform adequately at your internship B site(s) to pass this class.</u> Your supervisor's evaluation comprises approximately 50% of your grade. Evaluations that consist of "acceptable" rating or higher will be awarded full points. Each rating of "Below Expectations" will result in a loss of 20 points; each rating of "Far Below Expectations" will result in a loss of 40 points. Ratings from all supervisors will count towards the determination of your score. (One supervisor's more favorable review does not ameliorate poor evaluations from another supervisor.)	60 points (120 pts if 2 site placements)	7 and 8

All assignments will be collected at the beginning of class. No assignments will be accepted after its due date unless prior arrangements have been agreed upon with the instructor.

Grading

A = 433 – 413

B = 412 – 402

Grading if adding 60 points from 2nd site evaluation

A = 493 – 473

B = 472 - 462

[Tentative Schedule](#)

DATE	AGENDA	MAJOR ASSIGNMENTS DUE
WEEK 1	<ul style="list-style-type: none"> • Introduction • Syllabus review • Cases, Opportunities, Assignments (COA) • Site expectations and questions • Supervision prep review and lessons (SPRL) • Site and internship experience via supervision preparation review and lessons learned form (LLF). • Internship B processes • Thoughts, Feelings, Actions, Context journals (TFAC) • Conceptualize and examine client summaries 	

WEEK 2	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF). • Review logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Review Counseling Evaluation form • Review Therapist Documentation and Data Process • Case Summary Outline • Presentation of client summaries/sessions 	TFAC SPRLL COA Logs Case Summary Outline
WEEK 3	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Mental Status Checklist • Conceptualizing client cases • Presentation of client summaries/sessions 	TFAC Logs SPRLL Mental Status Checklist
WEEK 4	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Therapeutic Progress Report • Conceptualizing client cases • Presentation of client summaries/sessions 	TFAC Logs SPRLL Therapeutic progress report
WEEK 5	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Conceptualizing client cases • Self-Assessment of Basic Skills • Presentation of client summaries/sessions 	TFAC Logs SPRLL Self-Assessment
WEEK 6	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Presentation of client summaries/sessions 	TFAC Logs SPRLL
WEEK 7	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Therapy Notes • Conceptualizing client cases • Presentation of client summaries/sessions 	TFAC Logs SPRLL

WEEK 8	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Conceptualizing client cases • Presentation of client summaries/sessions 	TFAC Logs SPRLL
WEEK 9	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Final Evaluations Due • Conceptualizing client cases • Presentation of client summaries/sessions 	TFAC Logs SPRLL
WEEK 10	<ul style="list-style-type: none"> • Conference: site and internship experience via supervision preparation review and lessons learned form (LLF) • Review Logs • Thoughts, Feelings, Actions, Context journals (TFAC) • Presentation of client summaries/sessions • Closure; Prep for Internship B 	TFAC ALL INTERNSHIP A LOGS DUE SPRLL

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 provide 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.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

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>