



# Chaminade University

OF HONOLULU

CHAMINADE UNIVERSITY OF HONOLULU

**PSY 674 Internship B: Mental Health**

**Spring 2020**

**Class Time: Thursday 5:30p – 9:30p**

**Location: Online**

**Instructor:** Kacie Cohen, LMHC, NCC

**Phone:** 808-735-4745

**Email:** Kacie.Cohen@chaminade.edu

## **Catalog Course Description**

This course offers the student an opportunity to practice counseling in a mental health counseling setting. In Internship B, 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.*

## **Required Text:**

Diagnostic & Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition.

Clinician's Thesaurus, 7<sup>th</sup> Edition.

The Complete Adult Psychotherapy Treatment Planner, 5<sup>th</sup> Edition.

Body Keeps the Score

## **Course Description**

This course is a continuation of Mental Health Counseling Internship A 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 mental health counseling, **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 and Psy 673, 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.

### **Attendance**

Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. **Only one absence is allowed.** No exceptions. If more than one class is missed (**\*Not logging in and staying online at announced designated time**), the student will fail the class (will be given a "C") and must re-take it the next time it is offered. Tardy- Two (2) **late arrivals or leaving online class early** will be recorded as one absence. If a student **does not log in to online class forum (1) hour after the**

**start time or leaves one (1) hour prior to the dismissal time**, it will be recorded as **one absence**. If an emergency or severe illness occurs, the student must inform the professor in advance of the class.

If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Lastly, please refer to your CUH Student Handbook and carefully read all of the areas addressing policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Any student caught plagiarizing materials or using materials previously developed for another class will automatically fail this course.

## **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following: \*Personal Counseling Center: 808-735-4845**

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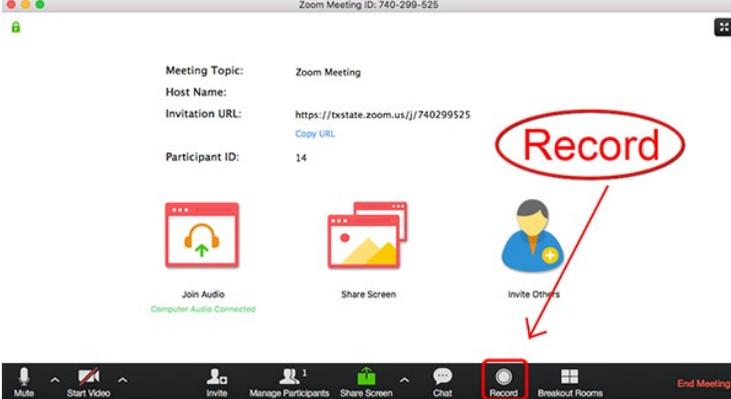
## **Students With Disabilities**

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, the student will sign an ADA agreement. 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](mailto:counselingcenter@chaminade.edu)

### “TENTATIVE” 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	<p>You will submit your logs <b>ONLINE</b> for review of correct format, clarity of entry, signatures, and completeness on a weekly basis <b>through CANVAS</b>.</p> <p>The internship logs must be kept with all hours entered and categorized. The log must be approved &amp; signed by your supervisor first and then by your internship instructor.</p> <p>The internship logs 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 <b>300 direct</b> hours accumulated from Practicum through Internship B.</p>	45 points (9 * 5 pts each)	1
Supervision Preparation Review and Lessons Learned Form	<p>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.</p> <p>In addition, you will write a weekly reflection that will include impressions, concerns, questions, thoughts, feelings, and other pertinent information regarding your experience.</p> <p><b>*Due to our current COVID-19 challenges substitute assignments may substitute this assignment should students not have access to site and/or clients.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Assignments include: Mental Health Questions and Performance Evaluation questions and discussions.</b></li> </ul>	25 points (5* 5 pts each)	4, 5, 6, 7, and 8
Case Presentations and Videos	<p>You will present 2 cases that you have been actively involved with. Cases should be of a client you have seen at least 3 times so that you have sufficient information. The case presentation should be accompanied by a video of a 10 minimum 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 2 relevant journal articles (no more than 7 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 (video or audio) or session transcript; and 3) a minimum of 3 abstracts of the journal articles you used for your presentation. Your presentation,</i></p>	100 points (2 * 50 pts each)	2, 3, 4, 6, and 8

	<p><i>including the video of your session (or review of your transcription) should be approximately 30 minutes in length.</i></p> <p><b>*Due to our current COVID-19 challenges substitute assignments may substitute this assignment should you not have access to your site and/or clients.</b></p> <ul style="list-style-type: none"> <li>Students will complete (2) 20 minute minimum dyad with an individual from their class via Zoom. Student in the counselor role will RECORD the Zoom counseling session. *For help on Zoom Recording click on video: (<a href="https://youtu.be/lZHSAMd89JE">https://youtu.be/lZHSAMd89JE</a>).</li> </ul>  <ul style="list-style-type: none"> <li>Recorded counseling session will be saved in the student's Google Drive folder for instructor to review and assess.</li> <li>Each student will document the summary of his/her Dyad Skills Session that he/she was the counselor for.</li> <li>This case report will include the following sections: Identifying Information, History of Presenting Problem, Developmental History, Social and Family History, Psychiatric History, Medical History, Family Psychiatric History, Family Medical History, Educational History, Diagnostic Impressions, and Treatment plan.</li> </ul>		
Written Case Reports	<p>You will complete 2 [Appendix B2] Counseling Initial Evaluation forms with clients you have seen at least 3 times. It should be noted that you will be presenting 2 of them in class (refer to Case Presentations and Videos). <i>Your analysis of each case must 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> <p><b>*Due to our current COVID-19 challenges substitute assignments may substitute this assignment should not have access to your site and/or clients., see case presentations and video assignment.</b></p>	100 points (2 * 50 pts each)	4 and 6
Supervisor's Evaluation	<b><i>You must perform adequately at your Internship site(s) to pass this class. Your supervisor's evaluation comprises approximately 50% of</i></b>	500 points (250 pts each or 500)	7 and 8

	<p><i>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.) Should yo u be placed at 2 sites, both sites must have a passing evaluation to pass this Internship B course.</i></p>	<p>pts for one depending on site placement)</p>	
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*All assignments will be collected on Canvas and/or google drive 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 = 90-100%

B = 89-80%

C = 79% -and below

**Attendance**

**If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy)**

Please note that regardless of reason, more than one (1) missed class will result in a failing grade.

# Tentative Course Schedule

*Diagnostic & Statistical Manual of Mental Disorders, 4<sup>th</sup> Edition.* (Text Revision). American Psychiatric Association. Washington, DC.

10	Focus	Assignment(s) Due
Wk 1	<ul style="list-style-type: none"> <li>▪ Welcome, Introductions, Course Syllabus review</li> <li>▪ Review Policies and Procedures for Internship B</li> <li>▪ Site updates</li> <li>▪ Assignment Presentation Sign ups</li> <li>▪ Submit Break and Week 1 Time logs</li> </ul>	N/A
Wk 2	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal
Wk 3	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Review Therapist Documentation and Record Keeping</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal <b>Case Report #1 Due</b>
Wk 4	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal
Wk 5	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal
Wk 6	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal <b>Case Report # 2 Due</b>

	<ul style="list-style-type: none"> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	
Wk 7	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal
Wk 8	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal
Wk 9	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ Case Presentation _____</li> <li>▪ Case Presentation _____</li> <li>▪ Assignment Questions and Discussion on Canvas: Mental Health Questions &amp; Performance Evaluation Factors</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal <b>Case Report # 3 Due</b> <b>Supervisor’s Evaluation Due</b> <b>Student Evaluation of Site Supervisor Due</b> <b>Student Evaluation of Site and Staff Due</b>
Wk 10	<ul style="list-style-type: none"> <li>▪ Check – in (report on internship experience and highlights from the supervision preparation review form &amp; weekly journal)</li> <li>▪ Review Logs</li> <li>▪ End of Course Evaluation</li> </ul>	<b>All Internship B Logs and Summary of Hours Due</b>

## 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>

