

PSY 672 Internship B- Spring 2021

Instructor: Neal Sakaue

Room: Zoom Conferences

Class Time: Wednesdays 5:30-9:30

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Office Hours: After class / By appointment

Required Textbooks

Stone, Carolyn B., and Dahir, Carol A., The Transformed School Counselor, 2016 (Third Edition).

Recommended Textbooks

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders: text revision (5th edition)*. Washington DC: American Psychiatric Association.

Knapp, S.E., & Jongsma, A.E. (2002). *The School Counseling and School Social Work Treatment Planner*. Hoboken, NJ: John Wiley and Sons Publishing, Inc.

Catalog Course Description

Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis. *Prerequisites: PSY 500, 501*

Program Linking Statement

This develops and assesses the skills and competencies for the MSCP program School Counseling emphasis student learning outcomes of: 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts in school counseling, and 2) Students will demonstrate the ability to facilitate the counseling process with clients in a school setting, and 3) Students will identify the relationship between adaptation and change, and the counseling process in a school setting.

Course Description

This course is designed to provide students with an overview of the school counseling profession. Attention will be given to the various roles of the school counselor within the school context at different grade levels and with diverse populations.

Students taking this course will synthesize and integrate knowledge and theories of individual and group counseling; consultation models used with students, parents, faculty, and staff; the development of guidance programs; comparisons of different methods of assessments; and credit counting. In addition, students will demonstrate an understanding of the roles of the counselor as an advocate for students, parents, staff, and of the current issues facing school systems. This

course will cover professional issues such as applied ethics, organization and professional affiliations, career counseling, at-risk populations, special education, and multicultural issues as they pertain to school counseling.

School Counseling Emphasis Learning Outcomes (LO):

1. Students will identify counseling theories, principles, concepts, techniques, and facts in school counseling.
2. Students will demonstrate the ability to facilitate the counseling process with students in a school setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a school setting.

Student Learner Outcomes

Student will demonstrate an understanding of:

1. Professional and ethical issues in counseling in the context of school settings (LO 1).
2. Conducting behavioral assessments in the context of school and home settings (LO 1).
3. Developing diagnoses utilizing criteria and coding from the DSM IV.
4. Developing behavioral interventions and appropriate outcome measures in the context of school and home settings (LO 1, 2, 3).
5. Writing and maintaining clinic notes (LO 1, 2).
6. Important theoretical perspectives in counseling (LO 1, 2).
7. Research methodology in thinking critically about applying empirically derived research results to the assessment and treatment of a student's behavioral problems (LO 1, 2, 3).
8. Identifying and utilizing empirically supported assessment methods and interventions in developing treatment plans in the context of school and home settings (LO 1, 2 3).
9. Conducting culturally appropriate assessments, formulating diagnostic impressions for learning purposes, and developing treatment plans for students with behavioral and/or learning problems (LO 1, 2, 3).
10. Consultation theories relative to interacting with parents, faculty, administrators, and other professionals (LO 1, 2, 3).
11. The Hawaii State Department of Education's Six General Learner Outcomes and the HTSB Counselor's Handbook (LO 1, 2,3).

Hawaii Counselor Standards

Standard I – Program organization

The professional school counselor plans, organizes, and delivers the school counseling program.

Standard II – School guidance curriculum delivered to all students

The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

Standard III – Individual student planning

The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

Standard IV – Responsive services

The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.

Standard V – Systems support

The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

Standard VI – School counselor and administrator agreement

The professional school counselor discusses the counseling department management system and the program action plans with the school administration.

Standard VII – Use of data

The professional school counselor collects and analyzes data to guide program direction and emphasis.

Standard VIII – Student monitoring

The professional school counselor monitors the students on a regular basis as they progress in school.

Standard IX – Results evaluation

The professional school counselor develops a system for evaluating the results of the counseling program.

Standard X – Infusing themes

The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

Source: <http://www.htsb.org/standards/counselor/>

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

Source: <http://www.htsb.org/standards/code-of-ethics/>

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 And 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>

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.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Professionalism and Classroom Conduct

Each student will be expected to be on-time to class, prepared with necessary text and materials, actively engaged in the lesson or activity, and respectful of their peers. Please refer to the Student Handbook to the policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

Academic Honesty

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.

Attendance Policy and Participation:

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, the student will fail the class (will be given a "C") and must re-take it the next time it is offered.

Tardies- Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (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. Likewise, should you have any concerns regarding your Internship site(s), please inform me of your concerns immediately, so corrective action can be taken to ensure a successful internship.

Regarding in-person classes, if you feel ill please do not come to class. Your grade will not be affected by this. Health and safety for you and your peers are very important. Please let your instructor know in advance to class, if possible.

Course Requirements

Assignments are to be handed in to the Instructor on the due dates stated in the syllabus. **No assignment will be accepted after the due date** and will result in a zero for the total points of the assignment. All readings must be done prior to the class meeting.

Assignments

Supervisor/Instructor Evaluation	25
Appendix K	
Appendix L	
Case Study & Presentation (with Appendix C)	15
Videotaped Counseling Session 1 & Presentation (App C & F)	15
Videotaped Counseling Session 2 & Presentation (App C & F)	15
Program hour requirements and journal	10
Appendix E	
Appendix H	
Appendix M	
E-Portfolio (final upload)	10
Capstone Project (final upload)	10
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Total Points	100

Grading

A = 90 – 100

B = 80 – 89

C = 79 & below (you must retake the class)

Assignment Description

⇒ **Supervisor's Evaluation of School Counseling**

Student (Appendix K): Each student will be evaluated by their Site-Supervisor(s) at each of their sites on their professional and personal competence. The purpose of the Supervisor's Evaluation of the School Counseling Student is to ensure that students are developing an acceptable standard of performance within the school counseling field as primarily determined by their Site-Supervisor(s). Any area indicating "below expectation" or "far below expectation" will require intervention by the Instructor, Internship Coordinator, and/or Clinical Director, and *may* result in the student receiving no credit for this assignment.

- ***Instructor's note:** Failure to successfully pass a Site Supervisor's Evaluation of the School Counseling Student (specifically Question #16) will result in the student receiving no credit for the assignment and therefore, the student will not progress into licensure and certification.
- Supervisor's will be sent their Evaluation form Appendix K via an email as a **link to complete and sign electronically**.

⇒ **Core Professionalism (Appendix L):** Each student will reflect on their present counseling abilities and dispositions through individual conferencing with the Instructor and reflective writing.

- ***Instructor's note:** Not required, but highly suggested- In collaboration with your site supervisor, to schedule a meeting with your principal/administrator during Internship A and again in Internship B. Principals/Administrators are a valuable resource to get feedback from as you prepare to be a professional school counselor.

⇒ **Time Logs (Appendix E):** Date and description logs towards achieving the course requirement of **300 direct/indirect hours**.

- ***Instructor's note:** Please use the Chaminade Google Spreadsheet and attach link to your individual spreadsheet. Time-logs will not be accepted without Site-Supervisor signature.

⇒ **Exit Portfolio (Appendix R):** Due Week 6, this portfolio is a performance-based assessment organized around the Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board.

Section 1:

- a. An audio/visual introduction.
- b. Resume
- c. Unofficial Chaminade University of Honolulu transcript
- d. Explanation of any incomplete grade or grades of C or lower

Section 2:

- a. Artifacts and descriptions (done in Internship A)
- b. Narrative paper
 - i. Part 1- Journey from candidate to graduate (minimum 3 pages)
 - ii. Part II- How have you demonstrated that you have developed the skills, techniques, and knowledge of an effective school counselor? (minimum 5 pages)
 - iii. Part III- How have you incorporated the Marianist Educational Values into your ethical and professional development? (minimum 3 pages)
 - iv. Part IV- How have you demonstrated that you value diversity and have worked to meet the unique needs of others? (minimum 3 pages)

- **Instructor's note:** Since this e-Portfolio is a showcase of you and all of your accomplishments, personalization is highly recommended and valued.

⇒ **Capstone Project (Appendix U):** Due Week 6, each student will complete Section 5 of their School Counseling Action Research Project. This is where you reflect on your experience.

- What did you learn?
- What did your students learn?
- What was your self-assessment on your performance?
- What feedback did your site supervisor provide you?
- Do you have any recommendations for a follow up Guidance Program?
- Did you identify any other areas of need that should be addressed in the future?
- How has this experience taught you to learn on your own when you eventually become a professional school counselor?

- **Instructor's note:** Formatting: This Capstone Project study must be written using APA style (6th ed.). Margins must be 1" all around. The font used must be Times New Roman, 12 pt. size. Double-spacing is required. An abstract and reference page is also required.

⇒ **Case Study Presentation (Appendix C required):** Due Week 4, each student will type-out and report on (1) student they have serviced during this term for a minimum of three individual sessions each. This assignment creates an opportunity for students to integrate important theoretical perspectives in counseling, think critically about applying empirically derived research and behavioral interventions to the treatment of the student's support plan, and formulating diagnostic impressions through writing and maintaining clinic notes. Each case study report to the class will be on the overall general knowledge of the student, the student's problem behavior and the development of their support plan with a S.M.A.R.T. goal. Each case report should be a narrative and typed according to format attached to syllabus.

Lastly, each case study report should have two professional journal articles attached and integrated into the report.

- ***Instructor's note:** This student is to be a "new student" presentation. Also, the development of the student's Support Plan is to be used for the sole purpose as a learning tool for the Chaminade student. Further use of the Support Plan in meetings, consultation, etc., may be used only with Site-Supervisor's approval. Case study without proper consent form will not be accepted (Appendix C-client identity blacked-out).

⇒ **Video-taped Counseling Session (Appendix C required):** Each student will present (2)- 10-minute video-taped counseling session. Interpersonal counseling skills, professional competencies, and a theoretical approach should be demonstrated and recognized by observers. Each student is expected to turn in on the day of the presentation, a completed Appendix F, and a typed-out verbatim conversations of the entire video.

- **Instructor's note:** Each student is expected to review their video prior and must re-record if not in view within the video screen or if inaudible. Videotape presentations without the proper consent form (Appendix C), Videotape self-evaluation (Appendix F), and typed-out verbatim conversation between counselor and student, will not be accepted.

- ⇒ **Weekly Reflections (Appendix H):** Due before the start of class every week, students will submit a reflection via email to the Instructor on an assigned topic in 250 words or less.

- ⇒ **School Counseling Services Log Summary (Appendix M):** Due week 10, each student will type-out all information in Appendix M and turn into Instructor.

Class Schedule and Assignments

Week 1: Syllabus / Course Expectations

Week 2: Individual Conferences

Week 3: Guest Speaker

Week 4: Case Study

Week 5: Individual Conferences

Week 6: Video-tape #1, E-Portfolio, Action Research Due

Week 7: Guest Speaker

Week 8: Video-tape #2

Week 9: Guest Speaker / Final Check-out

Week 10: No Class / Make-up Session / Individual Conference (if needed)

Case Study Template

- a. Parent Consent Form (staple to report)
- b. Name of Student
- c. DOB
- d. Date of Evaluation = Date this report was written
- e. Ethnicity
- f. Gender
- g. Problem Behavior(s)
 - i. Onset:
 - ii. Frequency/severity of symptoms:
 - iii. Precipitating factors:
 - iv. Current stressors:
 - v. Agencies/providers involved:
 - vi. What has been tried? What worked? Why now?
- h. Developmental History
 - i. Developmental milestones (sitting, crawling, walking, feeding self with utensils, dressing self, begin to say words, speak in phrases of 3 words or more, age of toilet training, still wets/soils self, any difficulty with hand-eye coordination, problems with gross motor activities/sports, clumsy compared to other children his/her age, general physical energy level)
 - ii. None
- i. Social and Family History
 - i. Parent's ages, occupations, and education
 - ii. Marital status, previous marriages, legal/physical custody of child?
 - iii. Siblings, birth order, any significant conflicts between siblings?
Other family members?
 - iv. Who is living in the home?
 - v. Family relationships/communication, marital discord?
 - vi. Methods of discipline, do parents often disagree on how to discipline
- j. Medical History
 - i. Illnesses, injuries, allergies
 - ii. Hospitalizations
 - iii. Medications (current?)
 - iv. Previous psychological/psychiatric treatment
 - v. None
- k. Educational History
 - i. Where has student attended school? What grades? Reasons for change? Repeated any grades?

- ii. Learning problems referred for testing? Received special education services? What type?
- iii. Speech and language (problems in clarity, slow in developing, any past referral for speech and language evaluation? Received speech/language therapy?)
- iv. Educational testing conducted? Results?
- v. Other (report card comments)?

l. Your Impressions and Summary of 3 individual counseling sessions:

i. Data:

- Subjective and objective data about the student
 - Appearance
 - Behavior
 - Attitude toward examiner
 - Motor behavior
 - Speech
 - Mood
 - Affect
 - Orientation to person, place, and time
 - Thought Processes,
 - Intelligence: insight, judgment

ii. Assessment:

- Intervention, assessment – What’s going on?
- Working hypotheses, “gut” hunches (with supportive documentation)

iii. Plan:

- Response or revision

m. Student Support Plan with S.M.A.R.T. Goal

- i. Site-supervisor consultation and approval needed

**** Info can possibly be found in student’s CUM folder. Site-supervisor consultation required. Do NOT copy any documents found in student’s CUM folder and attach it to case study report.**