



**Chaminade**  
**University**  
OF HONOLULU

## **Educational Psychology Internship B**

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816

**Course Number:** EPSY 802

**Course Title:** Career Development

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Spring 2024

**Course Credits:** 3

**Class Meeting Days/Times** Virtually Mondays at 5:30pm

**Class Location:** <https://meet.google.com/zud-qopw-bgj>

**Instructor Name:** Abby Halston, Ed.D, NCC, LMFT

**Email:** [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu)

**Phone:** 808.739.4641

**Office Location:** Behavioral Sciences #107

**Office Hours:** Mondays 8-10am and by virtual appointment (email for google meet link)

### **University Course Catalog Description**

This course offers the participant the opportunity to explore the most important concepts and techniques of educational psychology, with emphasis on the specific functions and responsibilities of a mental health counseling provider and psychological test examiner. Internship requires a total of 600 hours to be distributed between Internships A and B within a K-12 school setting. Internship students will be under the supervision of a qualified mental health supervisor (as defined by Hawaii Revised Statutes Chapter 453D Mental Health Counselors) and a qualified school preceptor. Pre-requisite: Completion of 600 clinical practicum and/or internship hours from a clinical master's program.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

## **Edd in Educational Psychology Program Learning Outcomes (PLOs)**

Educational Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21<sup>st</sup> century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

## **Program Linking Statement**

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

## **Course Learning Outcomes**

**Educational Psychology students will:**

1. Apply mental health counseling theory to practice in an ethical and inclusive manner in PK-12 school settings.
2. Apply psychological test administration theory to practice in an ethical and inclusive manner in a PK-12 school setting.
3. Demonstrate the ability to appropriately prepare documentation.
4. Critically evaluate their progress through the active practice of reflexivity.

### **Required Learning Materials**

Smith-Adcock, S., & Tucker, C. (Eds.). (2023). *Counseling children and adolescents: Connecting theory, development, and diversity*. SAGE Publications.

### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

<b>Assessment</b>	<b>Description</b>	<b>Points</b>	<b>Applicable CLO</b>
Counselor Fitness Evaluation	<p>This assignment has been designed to help gauge and reinforce your reflexivity skills over the course of your clinical internship. Reflexivity involves examining your own reactions, beliefs, and biases to foster greater self-awareness and provide optimal care for your clients.</p> <p>Pre-Internship Assessment: Before starting internship hours, complete the 6-item Reflexivity Self-Assessment Scale to rate yourself on key aspects of reflexive practice using the 5-point scale provided. Submit your responses confidentially via Canvas and by the end of Week 1.</p> <p>Post-Internship Assessment: After completing your internship hours, take the Reflexivity Self-Assessment Scale again to re-rate yourself on the same 6 dimensions. Reflect on progress made and discuss opportunities for continued reflexivity development as you transition into professional practice.</p>	5pts	4
<b>Weekly Supervision Preparation Form</b>	<p>Prepare for your weekly supervision meeting by reflecting on your recent clinical work and identifying key topics to discuss. Complete a supervision preparation form that includes:</p> <ul style="list-style-type: none"> <li>• Brief summaries of 2 or more client cases, highlighting recent developments</li> <li>• Questions that have emerged from your clinical work</li> <li>• Areas where you would like feedback or advice</li> <li>• Any ethical dilemmas or concerns that need addressing</li> </ul> <p>The preparation form helps you organize your thoughts before meeting with your supervisor, so you can have a focused and productive discussion about enhancing your clinical skills and addressing any issues arising in your work</p>	10 pts	3
<b>Log</b>	<p>Document all counseling hours, categorized as either Administrative or Direct Services. Aim to log 300 in total (150 admin/150 direct) hours in each category by the end of the internship. Have your log signed by both your site supervisor and course instructor.</p>	Mandatory 10 pts.	3

<b>Textbook Theory Review Quizzes</b>	Chapter Quizzes are a regular and integral part of the course, designed to assess students' understanding and retention of key concepts, theories, and information presented in each chapter of the course material. These quizzes aim to reinforce learning and provide a clear gauge of students' progress throughout the course.	35	1
<b>Case Conceptualization Presentation</b>	Apply your learning by presenting an in-depth case study, treatment plan, and integration of relevant research. Outline the theories guiding your clinical approach and cite at least 2 references justifying the evidence-based interventions used.	20 pts	1 & 2
<b>Mental Health Theory Intervention Presentation</b>	Deepen expertise on one mental health theory intervention by delivering an engaging presentation to peers. Post any supplemental documents on the course site.	20pts	1
<b>Clinically related Research Project</b>	Produce a structured literature review on a mental health disorder that researches the components of its clinical profile: Evaluating the diagnostic criteria, symptoms, comorbidities, demographics, prognosis, prevalence, and assessment instruments. Appraising therapeutic approaches/interventions and relevant models. Identifying commonly prescribed medications. Incorporating at least 5 scholarly references, adhering to APA format.	50 pts	1 & 2
Site Supervisors Evaluation	You must submit this by <u>Week 9</u> . ➤ PLEASE NOTE: If you do not get a passing grade from your onsite supervisor, you will not pass the course.	Pass/ Fail	4

### Assessment points total

Counselor Fitness Evaluation	5
Supervision Prep Form	10
Clinical Hours Log	10
Chapter Quizzes	35
Case Conceptualization	20

Theory Intervention Presentation	20
Final Research Paper	30
Student Internship Evaluation	100

**Total Points Possible: 230 points**

### **Grading Scale**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

### **Course Policies**

#### **Late Work Policy**

Late work will be accepted up to 2 weeks post the original assignment/quiz due date for 50% point deduction.

#### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. A student in good standing in a course may petition the instructor for an "I" grade. All petitions must be requested in writing via email. Good standing means that the student has completed more than 50% of the coursework and has had continued communication with the instructor throughout the term. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Only one extension of 30 days per course will be allowed. Incomplete work must be finished by the end of the 30-day extension or the "I" will automatically be recorded as the final earned grade in the course on your transcript.

#### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 1-2 working days.

#### **Disability Access**

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](mailto: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.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

#### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. How This Course Meets the Credit Hour Policy: Assigned reading (35), Internship experience hours (300), Chapter Quizzes (30), Class exercises (40), Final research paper (30).

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them

from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue.](#)

<b>Week</b>	<b>Textbook:</b>	<b>In-Class Activities</b>	<b>Assignments</b>	<b>Due Date for Assignments</b>



<b>Week 1</b> <b>4/8/24</b>	Chapters 1 & 2	Introduction to the course and Internship Handbook review	Chapter Quizzes 1 & 2 Supervision Prep Form Clinical Hours log Counselor Fitness Pre- Scale	<b>4/14/24</b>
<b>Week 2</b> <b>4/15/24</b>	Chapters 3 & 4	Case Presentation  Intervention Presentation	Chapter Quizzes 3 & 4 Supervision Prep Form Clinical Hours log	<b>4/21/24</b>
<b>Week 3</b> <b>4/22/24</b>	Chapters 5 & 6	Case Presentation  Intervention Presentation	Chapter Quizzes 5 & 6 Supervision Prep Form Clinical Hours log	<b>4/28/24</b>
<b>Week 4</b> <b>4/29/24</b>	Chapters 7 & 8	Case Presentation  Intervention Presentation	Chapter Quizzes 7 & 8 Supervision Prep Form Clinical Hours log	<b>5/5/24</b>
<b>Week 5</b> <b>5/6/24</b>	Chapters 9 & 10	Case Presentation  Intervention Presentation	Chapter Quizzes 9 & 10 Supervision Prep Form Clinical Hours log	<b>5/12/24</b>
<b>Week 6</b> <b>5/13/24</b>	Chapters 11& 12	Case Presentation  Intervention Presentation	Chapter Quizzes 11 & 12 Supervision Prep Form Clinical Hours log	<b>5/19/24</b>
<b>Week 7</b> <b>5/20/24</b>	Chapter 13	<b>NO CLASS</b>	Chapter Quiz 12 Supervision Prep Form Clinical Hours log	<b>5/26/24</b>
<b>Week 8</b> <b>5/26/24</b>	Chapter 14	Case Presentation  Intervention Presentation	Chapter Quiz 13 Supervision Prep Form Clinical Hours log	<b>6/2/24</b>
<b>Week 9</b> <b>6/3/24</b>	Chapter 15	Case Presentation  Intervention Presentation	Chapter Quiz 14 Supervision Prep Form Clinical Hours log  <b>Site Supervisor Evaluation Due</b>	<b>6/9/24</b>
<b>Week 10</b> <b>6/10/24</b>		Case Presentation  Intervention Presentation	Supervision Prep Form Clinical Hours log  Counselor Fitness Pre- Scale  <b>Final Research Paper</b>	<b>6/16/24</b>