



School of Education and Behavioral Sciences  
Counseling Psychology

## **PSY 674 Internship B: Mental Health**

Online (Asynchronous)

Credits: 3      Section: 90-3, 91-3, 91-3      Term: Accelerated: Spring 2025

### **Instructor Information**

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

**Email:** [Kacie.Cohen@Chaminade.edu](mailto:Kacie.Cohen@Chaminade.edu)

**Phone:** (808) 735-4745

**Office Location:** Behavioral Sciences, #107

**Office Hours:** By Appointment Only

**Virtual Office Hours:** By Appointment Only

### **School & Department Information**

#### **School of Education and Behavioral Sciences**

Office Location: Behavioral Sciences, #107

Phone: (808) 735-4745

### **Course Description & Materials**

#### **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*

#### **Time Allocation**

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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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.

This course carries 3 credit hours and entails 135 clock hours of student engagement, aligning with the official CUH Credit Hour Policy. For students enrolled in this course, approximately 15 hours will be dedicated to conducting two counseling sessions with two clients, followed by the analysis and completion of case conceptualizations.. An estimated 20 hours of supplementary work is anticipated, including 5 hours dedicated to presenting case conceptualizations and analyzing feedback from both peers and the instructor. 20 hours of online class instruction and engagement, along with supplementary workload averages around 2 hours per week. Additionally, 300 hours required for clinical site placement activities.

### **Required Materials**

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

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

**Canvas** (<https://chaminade.instructure.com>)

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

## **Learning Outcomes**

### **Program Learning Outcomes (PLOs)**

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

## Course Learning Outcomes (CLOs)

By the end of this course, the students will be able to:

1. Integrate theoretical/didactic information, basic counseling competencies, ethical and professional issues including cultural humility covered in previous courses in counseling and clinical duties at the internship site and develop the student's own process and model of counseling. This will be assessed by client case conceptualizations. (PLO 1, PLO 2, PLO 3, PLO 4).
2. Prepare for and participate in supervision, the supervision process, and consultation with colleagues and other professionals involved in the care of the student's clients. This will be assessed by the supervisor student evaluation. (PLO 1, PLO 2).
3. Develop clear, concise, and professional chart/session notes, intake/initial evaluation reports, and discharge/summary reports. This will be assessed by client case conceptualizations. (PLO 2, PLO 3).

## 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, and integrity of creation.
5. Educate for adaptation and change.

The following Marianist Values are incorporated in weekly supervision journals. Formation in Faith and Family Spirit: Weekly reflections on counseling interactions, and commitment to human dignity, compassion, and relational connection.(CLO 1 & CLO 2) Quality Education & Adaptation and Change: Final supervision evaluations assess integration of theoretical knowledge and ethical principles in their clinical work, and how growth and the ability to adapt to client's needs, environments, or feedback from supervision. (CLO 1, CLO 2, & CLO 3)

## 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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  
(‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Vaues</b>	1	2	2,3	5
<b>PLOs</b>	1,2,3,4	1,2	2,3	
<b>Native Hawaiian Values</b>	1	2	2,3	5

### Course Activities

#### Weekly Supervision Journal Review:

25 points (5\* 5 pts each)

The primary objective of this assignment is to reflect on your performance at your site. You will complete the following reflective questions: (Assessment of CLO 1, 2, 3)

1. Review of case(s) and clinical activities (summary of clinical progress – what is working and where do you need clinical and/or supervision support?)
2. Reflect on your performance as a counselor this past week - What did you do well? What evidence do you have to support that?
3. Reflect on your performance as a counselor this past week – What are areas that you feel you could improve on? What is your action plan for next week?
4. Reflect on your performance as a counselor this past week – What did you do to positively influence the lives of others?
5. Reflect back on your week’s sessions, situations, or interactions. Explain how you adapted to these events and how you embraced those opportunities to learn and grow.

#### Case Conceptualization, Summary, & Presentation:

100 points (2 \* 50 pts each) / 100 points (2 \* 50 pts each)

As part of your internship course requirements, you will present two formal case conceptualizations and treatment plans, each paired with a client session video, recording, or transcript. These case presentations are intended to demonstrate your ability to synthesize theoretical knowledge, clinical observation, and culturally responsive care into a thoughtful and ethical counseling process. (Assessment of CLO 1, 2, 3)

You will select two client cases in which you have been actively involved and have conducted at least three sessions. This ensures you have adequate insight and rapport to provide a meaningful case analysis.

Each case conceptualization presentation should include the following elements:

- Presentation: Describe the client's presenting concerns.
- Predisposition: Explore contributing factors, including cultural and developmental influences.
- Precipitating Factors: Identify recent events that may have triggered the current issue.
- Protective Factors and Strengths: Highlight resilience, supports, and internal/external resources.
- Pattern: Discuss behavior, emotional, or relational patterns.
- Perpetuating Factors: Identify what maintains or exacerbates the concern.
- Treatment Plan: Outline your proposed clinical interventions and goals.
- Prognosis: Discuss anticipated outcomes and rationale.

### **Presentation:**

- Use PowerPoint to structure your case presentation.
- Include a 10-minute minimum client session segment (video preferred, audio acceptable, or a verbatim transcript if recording is not permitted).
- Accompany each case with at least two peer-reviewed journal articles (published within the last 7 years) relevant to the clinical issue(s) presented. Briefly summarize the articles and explain how they inform your case approach.

### **Case Summary:**

- Use Appendix B3 template (\*See Canvas, Announcements, Google File)

### **Informed Consent Requirement:**

As outlined in the Internship Handbook:

*"Internship students must show an appropriate copy of the informed consent form to the Internship Instructor prior to presenting a case to the class."*

- The consent form must have all client identifying information redacted (e.g., name, signature) using a code name or ID number.
- The site supervisor's signature and the student's signature must remain visible.

### **Deliverables:**

1. A copy of the informed consent form (with identifying information redacted).
2. A copy of the session (video, audio, or transcript).
3. Abstracts of the two peer-reviewed journal articles used for each case.
4. The case conceptualization and treatment plan.
5. Case summary (Appendix B2)

### **Time Allocation:**

Each case conceptualization presentation, including the review of the session segment or transcript, should be approximately **30 minutes** in length.

### **Time Logs:**

50 points (10 \* 5 pts each)

You will submit your logs online for review of correct format, clarity of entry, signatures, and completeness on a weekly basis through Canvas.

The internship logs must be kept with all hours entered and categorized. The log must be approved & signed by your supervisor first and then by your internship instructor.

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### **Supervisor's Evaluation:**

\*100 points (Pass or No Pass)

You must perform adequately at your Internship site(s) to pass this class. 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.) Should you be placed at 2 sites, both sites must have a passing evaluation to pass this Internship B course.

## **Course Policies**

### **Attendance**

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Late Work**

No late participation posts (replies to your peers) will be accepted regardless of reason.

Late work will be accepted (other than participation posts) up until the last day of the semester. All late work submitted will automatically receive a 50% reduction in points unless a special arrangement was made with the course instructor prior to the assignment's due date.

### **Extra Credit**

No extra credit will be assigned in this course.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor

reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **Grades of Incomplete**

No incomplete grade will be issued at the end of this course regardless of reason.

### **Final Grades**

Final grades are submitted to [Self-Service](#):

This section includes a description of, requirements for, and points for each assignment. In addition, it includes total points and the grading scale of

A = point range: for example 90% and above of total points

B = point range: for example between 80-89% of total points

C= not passing range: for example below 80% of total points

## **Important Information**

### **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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.



## **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

## **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

## **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

## **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each



semester if changes or notifications are needed.

### **Kōkua ‘Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Tentative Course Schedule

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 Conceptualization Presentation</li> <li>Case Conceptualization 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 Conceptualization Presentation</li> <li>Case Conceptualization 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> <li>Case Conceptualization Presentation</li> <li>Case Conceptualization Presentation</li> </ul>	Internship Log Supervision Preparation Review Weekly Journal <b>Case Report # 2 Due</b>

	<ul style="list-style-type: none"> <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 Conceptualization Presentation</li> <li>▪ Case Conceptualization 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 Conceptualization Presentation</li> <li>▪ Case Conceptualization 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 Conceptualization Presentation</li> <li>▪ Case Conceptualization 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>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>