



**Chaminade University - Honolulu**  
**PSY 646MH Practicum for Mental Health Counseling**  
**Fall 2025**

|               |                                   |        |                           |
|---------------|-----------------------------------|--------|---------------------------|
| Instructor:   | Kacie Cohen, LMHC,<br>NCC         | Time:  | 5:30 – 9:20pm             |
| Phone:        | 808-735-4745                      | Room:  | Online                    |
| Office Hours: | By Appointment Only               | Email: | Kacie.Cohen@Chaminade.edu |
| Appointment:  | Email or call for<br>appointments |        |                           |

**Catalog Course Description**

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) of supervised service at a practicum site. Supervision will be with a licensed mental health therapist. *Prerequisites: PSY 611, 636, 741.*

**Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program core student- learning outcome of: student will 1) Identify core counseling theories, principles, concepts, techniques and facts; 2) Demonstrate the ability to facilitate the counseling process with clients and 3) Identify the relationship between adaptation and change and the counseling process.

**Required Text:**

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

**Recommended Text:**

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

**Course Description**

This course is designed to prepare and support you during practicum. The class format will consist of didactic and experiential components including processing field experiences, lecture and discussion of text material, presentation and discussion of community agencies, live and videotaped role plays, and feedback/processing of sessions. You will also be encouraged to develop and articulate your own conceptual framework for counseling.



***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.***

### **MSCP Program Learning Outcomes:**

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, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

### **Student Learning Outcomes**

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

1. Develop an understanding of the professional identity of mental health counselors, including ethical and legal standards and essential skills and competencies. Assessment: Reflective journaling. (PLO 2)
2. Integrate theories, models, and evidence-based practices into mental health counseling interventions, considering the cultural and developmental diversity of clients. Assessment: Case analyses. (PLO 2, 3)
3. Practice effective clinical skills in mental health counseling interventions, including developing rapport, implementing intervention strategies, and evaluating outcomes. Assessment: Site Supervisor's Evaluation. (PLO 3)
4. Practice reflexivity by reflecting on their values, biases, and assumptions, and their impact on the counseling relationship and the counseling process. Assessment: Reflective journaling. (PLO 3, 4)
5. Collaborate effectively with mental health professionals, other professionals, and community resources in supporting clients' mental health needs. Assessment: Site Supervisor's Evaluation. (PLO 3)

### **(6) Competencies in the Counselor Fitness**

- **Humility & Openness**

Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

- **Reflexivity**

Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to

feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

- **Psychological Flexibility & Adaptability**

Counseling performance enhanced by the ability to flex to changing circumstances, and to adapt to fluctuating situational demands, unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

- **Emotional Stability & Self-Control**

Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

- **Self-Awareness, Self-Monitoring, & Self-Care**

Counseling performance enhanced by a commitment to self-awareness and to honestly and objectively examine own belief systems, values, needs, biases, and limitations and the effects of "self" on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

- **Empathy**

Counseling performance enhanced by having a warm understanding and open-minded acceptance of others viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other's thoughts and feelings.

## **ACA 2014 Code of Ethics**

### **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.

### **Section C Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g. Impairment**



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.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

### **Assignments**

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

| Assignment                               | Description                                                                                                                                                                                                                                                                                                                                                             | Points                     | Applicable SLO       |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|
| Logging of Hours                         | You will submit your logs for review for correct format, clarity of entry, and completeness on a weekly basis.<br><br>Once your logs have been properly completed, you will turn them in to your instructor for holding and tracking. This will be done on a weekly basis.                                                                                              | 45 points (9 * 5 pts each) | 1                    |
| Preparation & Weekly Journal Discussions | You will submit a completed Supervision Weekly Reflection Journal Form each week. It is expected that you will use this form to both prepare for supervision and to relate to class about your supervision experience.                                                                                                                                                  | 45 points (9 * 5 pts each) | 1, 2, 3, 4, 6, and 7 |
| Counseling Theory Presentation           | The objective of this assignment is to deepen your understanding of counseling theories and their practical application in real-world counseling settings. You will select a specific counseling theory and demonstrate how it is applicable to the counseling services provided at your practicum site. <ul style="list-style-type: none"><li>• Key Concepts</li></ul> | 100 points                 | 5, 6, 7,             |

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|                                                                             | <ul style="list-style-type: none"> <li>• Theory Application specific to Practicum Site</li> <li>• Strengths and Limitations</li> <li>• Integration with other Theories</li> <li>• Conclusion and Reflection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |         |
| MSCP Mental Health Comprehensive ePortfolio Capstone Assignment Development | <p>Foundation &amp; Core Components (30-35%)<br/>Primary Focus: Professional Identity &amp; Core PLOs<br/>Components to Complete:</p> <p><b>1. Professional Introduction</b></p> <ul style="list-style-type: none"> <li>• Professional biography</li> <li>• Professional headshot and contact information</li> <li>• Initial draft of counseling philosophy statement (will be refined in Semester 3)</li> <li>• Current CV/resume</li> <li>• Basic ePortfolio structure and navigation</li> </ul> <p><b>2. PLO 1: Core Counseling Knowledge (COMPLETE - 10%)</b></p> <ul style="list-style-type: none"> <li>• All 3+ required artifacts</li> <li>• Reflective analyses for each artifact</li> <li>• This establishes your theoretical foundation</li> </ul> <p><b>3. Begin DCCA Domain Work (10-15%)</b></p> <ul style="list-style-type: none"> <li>• Professional Identity, Ethics, and Legal Issues</li> <li>• Counseling Theories and Skills</li> <li>• These domains align naturally with coursework typically completed early in the program</li> </ul> <p>Deliverable: 30-35% of total ePortfolio</p> | 150 Points | 1,2,3,4 |

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| <p>Counseling Dyad<br/>Video &amp; Written<br/>Reflection Assignment</p> | <p><b>1) Counseling Dyad Video:</b><br/>You will apply counseling skills and theoretical knowledge to a counseling session based on a given case study. Students will complete a total of 4 counseling dyads.</p> <p>Students will conduct a counseling session where one of you plays the role of the counselor, and the other plays the role of the client based on the selected case study. Ensure that the counseling session addresses the following:</p> <ul style="list-style-type: none"> <li>• Establishing rapport and building trust.</li> <li>• Identifying and exploring the client's presenting problem.</li> <li>• Applying counseling techniques and interventions.</li> <li>• Demonstrating empathy and active listening.</li> <li>• Discussing potential treatment or intervention strategies.</li> <li>• Demonstrating ethical considerations in counseling.</li> <li>• Recording: Record the counseling session. Ensure that both the client and counselor are clearly visible and audible in the video.</li> </ul> <p><b>2) Written Reflection:</b><br/>In this assignment, you will critically reflect on a dyad counseling session you participated in. This reflective analysis will require you examine your thoughts, feelings, and experiences throughout the session, while also applying relevant counseling theories and concepts. Review the prompts below and include them in your written analysis.</p> <ul style="list-style-type: none"> <li>• Session Overview</li> </ul> | <p>50 points<br/>each @ 2<br/>Total: 100<br/>Points</p> | <p>1, 2, 6,<br/>7</p> |
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|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
|                         | <ul style="list-style-type: none"> <li>• Emotions and Thoughts</li> <li>• Counseling Skills and Techniques</li> <li>• Application of Theory</li> <li>• Challenges and Growth</li> <li>• Client Outcomes</li> <li>• Ethical Considerations</li> <li>• Future Implications</li> </ul>                                                                                                                                                                                                                                                                                                                              |            |                |
| Supervisor's Evaluation | <p><u>You must perform adequately at your practicum site(s) to pass this class.</u> Your supervisor's evaluation comprises approximately 50% of your grade.</p> <p>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.</p> <p>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.)</p> | 335 points | 1, 2, 3, and 4 |

**All assignments will be collected at the beginning of class or submitted in Canvas by the given due date. No assignments will be accepted after its due date unless prior arrangements have been agreed upon with the instructor.**

### **Grading**

A = 90% – 100%

B = 80% - 89%

C = 0% - 79%

**\*Please note that regardless of reason, two (2) consecutive weeks of inactivity or not attending 2 classes without a medical reason or notice and approval it will result in a failing grade.**

### **ACA 2014 Code of Ethics**

#### **Section C: Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

### **C.2.g: Impairment**

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.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

### **In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research**

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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:*

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.

*The above quote was taken from:*

<http://allpsych.com/researchmethods/replication.html>

## Canvas

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## 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

## **CUH Services and Policies**

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Phone: 808-735-4845.

### **Kokua 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.

### **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.

### **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.

### **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.

### **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.

### **Attendance Policy**

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation. Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence. Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course. Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

### **Excused Absences**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 20% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.



### **Unexcused Absences**

Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
4. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. Unless otherwise specified, missing one week will drop the student one letter grade.
5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

### **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.

### **Time Allocation & 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 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 composing and refining a Counseling Theory Presentation. There is an anticipated 20 hours of supplementary work, which includes 5 hours for videos & dyads, 15 hours for development of ePortfolio, and 5 hours for chapter assignments and class activities. This supplementary workload averages around 2 hours per week. Additionally, 100 hours required for clinical site placement activities.

### **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.

### **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. 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 are integrated, to varying degrees, in this course.**

#### **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

## TENTATIVE Course Schedule

**\*Please refer to the Canvas Course Module**

| Date | Focus                                                                                                                                                                                                                                                                                | Assignment(s) Due                                                                                                                                                         |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wk 1 | <input type="checkbox"/> Welcome, Introductions, Course Syllabus review<br><input type="checkbox"/> Review of Logs<br><input type="checkbox"/> Review Policies and Procedures for Practicum<br><input type="checkbox"/> Review ePortfolio, Counseling Theory Presentation, and Dyads | N/A                                                                                                                                                                       |
| Wk 2 | <input type="checkbox"/> Check – in<br><input type="checkbox"/> Review of Logs<br><input type="checkbox"/> Summary & Reflection Class<br><input type="checkbox"/> ePortfolio Development: Professional Identity & Core PLOs                                                          | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> </ul>                                      |
| Wk 3 | <input type="checkbox"/> Review Logs<br><input type="checkbox"/> Complete 1 of 4 Counseling Dyad Video & Written Reflection Assignment                                                                                                                                               | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Development of ePortfolio</li> </ul> |

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| Wk 4 | <input type="checkbox"/> Check – in<br><input type="checkbox"/> Review Logs<br><input type="checkbox"/> ePortfolio Development: PLO 1: Core Counseling Knowledge<br><input type="checkbox"/> Summary & Reflection Class Discussion                | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Counseling Dyad Video &amp; Written Reflection Assignment (1)</li> <li>• Development of ePortfolio</li> </ul> |
| Wk 5 | <input type="checkbox"/> Review Logs<br><input type="checkbox"/> Summary & Reflection Class<br><input type="checkbox"/> ePortfolio Development: DCCA Licensure Domain Competencies<br><input type="checkbox"/> Discussion                         | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Development of ePortfolio</li> </ul>                                                                          |
| Wk 6 | <input type="checkbox"/> Check – in<br><input type="checkbox"/> Finish ePortfolios<br><input type="checkbox"/> Review Logs<br><input type="checkbox"/> 2 of 4 Counseling Dyad Video & Written Reflection Assignment<br>Summary & Reflection Class | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Counseling Dyad Video &amp; Written Reflection Assignment (2)</li> <li>• Development of ePortfolio</li> </ul> |
| Wk 7 | <input type="checkbox"/> Review Logs<br><input type="checkbox"/> Discussion<br><input type="checkbox"/> Why We All Need to Practice Emotional First Aid<br><br><b>*Start sending out evaluations to supervisors</b>                               | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Counseling Theory Presentation</li> <li>• <b>ePortfolio DUE</b></li> </ul>                                    |



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|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                                                               |                                                                                                                                                                                                                                           |
| Wk 8  | <input type="checkbox"/> Review Logs<br><input type="checkbox"/> Summary & Reflection Class Discussion                                        | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Counseling Theory Presentation</li> </ul>                                                            |
| Wk 9  | <input type="checkbox"/> Check – in<br><input type="checkbox"/> Review Logs<br><input type="checkbox"/> Summary & Reflection Class Discussion | <ul style="list-style-type: none"> <li>• Practicum Log</li> <li>• Supervision</li> <li>• Preparation &amp; Weekly Journal</li> <li>• Counseling Theory Presentation</li> </ul>                                                            |
| Wk 10 | <input type="checkbox"/> Submit all Time Logs 1-10<br><input type="checkbox"/> End of Course Evaluation                                       | <ul style="list-style-type: none"> <li>• Counseling Theory Presentation</li> <li>• Supervisor's Evaluation<br/>Student Evaluations<br/>Site and Supervisor Evaluation</li> <li>• Practicum Logs &amp; Summary Sheet Submission</li> </ul> |

### **Additional Resources**

Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The Treatment Planning of Experienced Counselors: A Qualitative Examination. *Journal of Counseling & Development*, 96(1), 86–96. <https://doi.org/10.1002/jcad.12180>



Schlauch, C. R. (2007). The psychology of the self and cross cultural clinical care. *Journal of Pastoral Theology*, 17(2), 83–117.

Sultan, N. (2017). Embodied Self-Care: Enhancing Awareness and Acceptance Through Mindfulness-Oriented Expressive Writing Self-Disclosure. *Journal of Creativity in Mental Health*, 13(13), 79-91.

<https://ezproxy.chaminade.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=129156326&site=eds-live>

Watkins Jr., C. E. (1985). Countertransference: Its Impact on the Counseling Situation. *Journal of Counseling & Development*, 63(6), 356. <https://doi.org/10.1002/j.1556-6676.1985.tb02718.x>