Chaminade University - Honolulu
PSY 673 Internship A – Mental Health Counseling
Winter 2026
1/12/2026 - 3/23/2026

Instructor:	Kacie Cohen, LMHC, NCC	**Time:**	5:30 – 9:20pm
Phone:	808-735-4745	**Room:**	Online (Google Meets)
Office Hours:	8:30- 4:30pm	**Email:**	Kacie.Cohen@Chaminade.edu
Appointment:	Email or call for appointments		

Texts: Diagnostic & Statistical Manual of Mental Disorders, 5th Edition.
The Complete Adult Psychotherapy Treatment Planner, 5th Edition.

*See end of syllabus for recommended additional readings and journal articles

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, doctorate school applications, etc.

Catalog Course Description
This course offers the student an opportunity to practice counseling in a mental health counseling setting. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised community setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a 'reasonable' number of hours which will enable the student to meet course and program requirements. During Internship B the remainder of the 600 hours will be completed. Supervision will be with a licensed mental health therapist. *Prerequisite: PSY 646MH*

Program Linking Statement This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts, and 2) Students will demonstrate the ability to facilitate the counseling process with clients, and 3) Students will identify the relationship between adaptation and change and the counseling process.

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MSCP Program Learning Outcomes:
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.

Course Learning Outcomes
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. (PLO 1, PLO 2, PLO 3, PLO 4). This will be assessed by case conceptualizations and final supervisor's evaluation.
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. (PLO 1). This will be assessed by the supervisor's evaluation and Supervisor Preparation Weekly Reviews.
3. Develop clear, concise, and professional chart/session notes, intake/initial evaluation reports, and discharge/summary reports. (PLO 2, PLO 3). This will be assessed by student's video submission and case conceptualization.

Class structure The structure of the online class will include lectures, case presentations, dyads, in-class activities, videos, and class/group discussions.

Assessment / Assignments:

Assignment	Description	Points	Applicable CLO
Logging of Hours	You will submit your logs for review for correct format, clarity of entry, and completeness on a weekly basis. The internship log must be kept with all hours entered and categorized. The log must be signed by your supervisor first and then by your internship instructor. You are required to complete a total of 300 internship hours by the end of Internship A. You must complete an approximate total of 150 hours of direct service and 150 hours administrative by the end of this class in order to register for Internship B.	50 points (10 * 5 pts each)	2
Supervision Preparation Review and Lessons Learned Form	You will submit a completed Supervision Preparation Review and Lessons Learned each week. It is expected that you will use this form to both prepare for supervision and to discuss your supervision experience. In addition, you will write a weekly reflection that will	160 points (8 * 20 pts each)	2

	include impressions, concerns, questions, thoughts, feelings, and other pertinent information regarding your experience.		
Case Conceptualization Presentations and Videos	Students will present 2 formal case conceptualizations and treatment plans for each client recording. The case conceptualization will articulate and explain the nature and origins of the client's presentation and subsequent treatment. Your case conceptualization should include: These elements: presentation, predisposition (including culture), precipitants, protective factors and strengths, pattern, perpetuating factors, (treatment) plan, and prognosis. The presentation of your case conceptualization & client's session video will be delivered on PowerPoint. You will present 2 case conceptualizations that you have been actively involved with. Cases should be of a client you have seen at least 3 times so that you have sufficient information. The case conceptualization should be accompanied by a video of a 10 minimum segment. If taping is not permissible, an audio recording, or a verbatim transcript will be required instead. In addition, you are required to select a minimum of 2 relevant peer reviewed journal articles (no more than 7 years old) that provides insight into the clinical problem(s) you are addressing. You will present these journals in context of your case presentation. As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either	90 points (2 *45 pts each)	1, 3

	"blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible. **Deliverables:** 1) Consent forms 2) A copy of your session (video or audio) or session transcript 3) A minimum of 2 peer reviewed journal articles you used for your presentation. 4) Your Case Conceptualization Presentation, including the video of your session (or review of your transcription) should be approximately 30 minutes in length.		
Written Case Reports	You will complete 2 [Appendix B2] **Counseling Initial Evaluation** forms (with clients you have seen at least 3 times. It should be noted that you will be presenting 2 of them in class (refer to Case Presentations and Videos). *Your analysis of each case must include reference to three peer-reviewed journal articles that establishes best practice and/or empirical data that informs you on the direction of your case.* As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.	100 points (2 * 50 pts each)	3

Supervisor's Evaluation	You must perform adequately at your practicum 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.)	500 points (250 pts each or 500 pts for one depending on site placement)	1

Grading:
100-90% = A
89-80%= B
79-70% = "C" or lower grade (failing grade is C or F) and course will need to be re-taken

Attendance
It is expected that you will be active on Canvas weekly for synchronous weekly classes. Missing more than 1 online classes will result in a "C" for the course. Should you have a medical emergency or health related issue, you must let the instructor know 24 hours in advance and provide medical documentation.

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.
Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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 is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 30 hours of online engagement, 10 hours of studying online reading materials, 8 hours to complete 2 videos and case conceptualizations, 4 hours to complete 2 case summaries, and a total of 300 hours providing direct and indirect services at their site.

Course Approach:

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom.

Course Website Address (Canvas): https://chaminade.instructure.com/
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 me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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.

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. 6

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

Scientific Method Definitions
The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.
The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**
Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.
SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.
The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.
The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.
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 quotes were taken directly from:
http://allpsych.com/researchmethods/replication.html

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
Phone: 808-735-4845.

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Kokua Ike: Tutoring & Learning Services
Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at https://chaminade.edu/student-success/kokua-ike/
Email: tutoring@chaminade.edu
Phone: 808-739-8305

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.

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from **Characteristics of Marianist Universities: A Resource Paper***, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.*

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	Focus	Assignment(s) Due
Wk 1	- Welcome, Introductions, Course Syllabus review - Review Policies and Procedures for Internship A - Site updates - Assignment of Presentations	Internship A Log(s) Supervision Preparation Review and Lessons Learned Form
Wk 2	- Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form) - Collect site information - Review Logs - Review Counseling Initial Evaluation form - Review Therapist Documentation and Record Keeping	Internship A Log(s) Supervision Preparation Review and Lessons Learned Form Site Information (Supervisor's name; title, organization, phone number, and email address)
Wk 3	- Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form) - Review Logs - Review documentation exercise (e.g., Developing an Assessment; Treatment Planning) for Case conceptualization and summary requirements. - Case Presentation _____ - Case Presentation _____	Internship A Log(s) Supervision Preparation Review and Lessons Learned Form
Wk 4	- Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form) - Review Logs - Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting) - Case Presentation _____ - Case Presentation	Internship A Log(s) Supervision Preparation Review and Lessons Learned Form Weekly Journal

Wk 5	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form)
	 ▪ Review Logs
	 ▪ Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting)
	 ▪ Case Presentation
	   _____
	 ▪ Case Presentation
	   _____
		Internship A Log(s)
		 Supervision Preparation Review and Lessons Learned Form

Wk 6	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form)
	 ▪ Review Logs
	 ▪ Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting)
	 ▪ Case Presentation
	   _____
	 ▪ Case Presentation
	   _____
		Internship A Log(s)
		 Supervision Preparation Review and Lessons Learned Form
		 Case Report # 1 Due

Wk 7	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form)
	 ▪ Review Logs
	 ▪ Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting)
	 ▪ Case Presentation
	   _____
	 ▪ Case Presentation
	   _____
		Internship A Log(s)
		 Supervision Preparation Review and Lessons Learned Form

Wk 8	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form)
	▪ Review Logs
	▪ Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting)
	▪ Case Presentation
	  _____
	▪ Case Presentation
	  _____
		Internship A Log(s)
		Supervision Preparation Review and Lessons Learned Form

Wk 9	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form)
	▪ Review Logs
	▪ Documentation exercise (e.g., Developing an Assessment; Treatment Planning, and/or DAP Noting)
	▪ Case Presentation
	  _____
	▪ Case Presentation
	  _____
		Internship A Log(s)
		Supervision Preparation Review and Lessons Learned Form
		Case Report # 2 Due
		Supervisor's Evaluation Due
		Student Evaluation of Site Supervisor Due
		Student Evaluation of Site and Staff Due

Wk 10	▪ Check – in (report on internship experience and highlights from the supervision preparation review and lessons learned form) ▪ Review Logs ▪ End of Course Evaluation	**All Internship A Logs Due** **Log Summary Sheet Due** Personal/Professional Characteristics

References, Resources, and Recommended Readings:

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. *Journal of Mental Health Counseling, 38*(4), 360–374. https://doi.org/10.17744/mehc.38.4.06

Journal Articles: Granello, D. H., & Gibbs, T. A. (2016). The power of language and labels: "The mentally ill" versus "people with mental illnesses". *Journal of Counseling & Development, 94*(1), 31–40. https://doi.org/10.1002/jcad.12059