



Chaminade  
University

School of Education and Behavioral Sciences  
Counseling Psychology

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

Online (Asynchronous)

Credits: 3 Term: Accelerated: Spring 2026

### **Instructor Information**

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

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**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 and Comprehensive ePortfolio. (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 and Comprehensive ePortfolio. (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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

- 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.
- 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)

- Review of case(s) and clinical activities (summary of clinical progress – what is working and where do you need clinical and/or supervision support?)
- Reflect on your performance as a counselor this past week - What did you do well? What evidence do you have to support that?
- 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?
- Reflect on your performance as a counselor this past week – What did you do to positively influence the lives of others?
- 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.

The internship logs 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 300 direct hours accumulated from Practicum through Internship B.

### **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.

### **MSCP Mental Health Comprehensive ePortfolio Capstone Assignment**

**\*100 points (Required submission) Submission of ePortfolio does not guarantee completion of the MSCP program. Final submission will be submitted on Canvas for a final review and will be assessed by the MSCP department.**

This capstone assignment represents the culmination of your journey through the M.S. in Counseling Psychology program and serves as a bridge between your academic preparation and professional practice as a Licensed Mental Health Counselor in Hawaii.

### **Introduction and Purpose**

The ePortfolio capstone is a digital showcase of your professional competencies, serving as both a summative assessment of your mastery of program learning outcomes and a professional tool for your career development. This comprehensive project aligns with Hawaii Department of Commerce and Consumer Affairs (DCCA) requirements for Mental Health Counselor licensure while demonstrating your readiness to enter the field.

As described by educational institutions employing similar approaches, "The E-Portfolio is a capstone experience for Counselor Education graduate students and a tool that will allow them to focus on specific experiences as they progress through the program. The E-Portfolio becomes a resource for students to build confidence and credibility in their work and to connect learning to career opportunities."

### **Learning Objectives**

**Upon successful completion of this ePortfolio assignment, you will:**

1. Demonstrate comprehensive mastery of all program learning outcomes

2. Document competence across all coursework domains required for Hawaii DCCA Mental Health Counselor licensure
3. Showcase your professional identity and counseling philosophy
4. Present evidence of your ability to apply theoretical knowledge in practical settings
5. Reflect critically on your professional growth throughout the program

ePortfolio Structure and Components

### **1. Professional Introduction (10%)**

- Create a professional landing page that introduces you as a counseling professional:
- Professional biography (500-750 words)
- Professional headshot and contact information
- Professional counseling philosophy statement (750-1000 words)
- Current professional resume/CV
- Table of contents with navigation to all ePortfolio sections

### **2. Program Learning Outcomes Demonstration (40%)**

For each PLO, create a dedicated section with specific artifacts that demonstrate your mastery, accompanied by critical reflections on how these artifacts evidence your competence.

#### **PLO 1: Core Counseling Knowledge (10%)**

Identify core counseling theories, principles, concepts, techniques and facts.

Required artifacts (minimum 3):

- Theoretical orientation paper demonstrating comprehensive understanding of counseling theories
- Comparison analysis of major counseling approaches
- Case conceptualization demonstrating application of counseling principles
- Annotated bibliography of significant research in counseling theory
- Reflection on your development of core counseling knowledge throughout the program

#### **PLO 2: Specialized Counseling Knowledge (10%)**

Identify counseling theories, principles, concepts, techniques and facts in (Mental Health or School) counseling.

Required artifacts (minimum 3):

- Specialized intervention strategies paper for your concentration area
- Analysis of best practices in mental health or school counseling settings
- Needs assessment for a specific population relevant to your specialization
- Resource guide for addressing specific mental health concerns in your specialty area
- Reflection on how specialized knowledge builds upon core counseling foundations

#### **PLO 3: Counseling Process Facilitation (10%)**

Facilitate the counseling process with clients.

Required artifacts (minimum 3):

- Video recording or transcript of counseling session (with appropriate consent)
- Treatment plans for diverse client scenarios
- Process recordings with supervisor feedback
- Assessment of therapeutic relationship development skills

- Reflection on your growth as a facilitator of the counseling process

#### **PLO 4: Adaptation and Change (10%)**

Identify the relationship between adaptation and change and the counseling process.

Required artifacts (minimum 3):

- Analysis of how counseling facilitates client adaptation and change
- Case study demonstrating application of change theories in counseling
- Cultural adaptation of counseling approaches for diverse populations
- Intervention strategies for clients resistant to change
- Reflection on your understanding of the change process in counseling

### **3. DCCA Licensure Domain Competencies (30%)**

Create dedicated sections demonstrating competence in each domain required for Hawaii DCCA Mental Health Counselor licensure. Examples of artifacts are listed as bullet points below. You are not limited to these suggestions.

#### **Professional Identity, Ethics, and Legal Issues**

Ethical decision-making model application to a counseling dilemma

Analysis of legal and ethical considerations in Hawaii counseling practice

Professional disclosure statement

Documentation of professional association involvement

#### **Counseling Theories and Skills**

Case conceptualization using multiple theoretical frameworks

Skill demonstration recordings or transcripts

Intervention strategy comparison and application

Analysis of personal theoretical integration

#### **Lifespan Development**

Developmental assessment and intervention plan

Analysis of developmental considerations in counseling

Case study addressing developmental transitions

Resource guide for age-specific interventions

#### **Group Counseling**

Group counseling proposal with theoretical framework

Group session plans and reflections

Analysis of group dynamics and leadership skills

Group outcome evaluation

#### **Career Development**

Career assessment interpretation and intervention plan

Analysis of career development needs for diverse populations

Career counseling case study

Integration of career and mental health counseling

#### **Social and Cultural Foundations**

Cultural competence self-assessment and development plan

Case conceptualization demonstrating cultural responsiveness  
Analysis of multicultural counseling approaches  
Adaptation of counseling approaches for diverse clients<sup>3</sup>

### **Assessment and Testing**

Assessment battery proposal for specific presenting issues  
Psychological assessment report (de-identified)  
Test critique and selection justification  
Assessment integration into treatment planning

### **Research and Program Evaluation**

Research critique relevant to counseling practice  
Program evaluation design  
Evidence-based practice implementation plan  
Needs assessment methodology and findings

### **Psychopathology and Diagnosis**

Diagnostic case formulations  
Differential diagnosis examples  
Treatment planning aligned with diagnostic formulation  
Analysis of DSM-5 diagnostic criteria application

### **Practicum and Internship Experiences**

Site description and learning opportunities  
Case presentations from field experiences  
Supervisor evaluations and growth reflections  
Documentation of completed clinical hours

## **4. Marianist Values Integration Reflection (20%)**

Create a reflective essay (1000-1500 words) that explores how you plan to serve your community after graduation, specifically addressing how each of the five Characteristics of Marianist Education will inform and guide your professional practice and community engagement:

Prompt:

“As you prepare to transition from student to licensed mental health professional, reflect on how you plan to serve your community after graduation through the lens of the five Characteristics of Marianist Education. For each characteristic, describe specific ways you intend to embody these values in your professional practice and community engagement. Your reflection should be deeply personal while demonstrating a thorough understanding of the Marianist educational tradition that has shaped your professional development”

### **Required Elements:**

#### **1. Formation in Faith (200-300 words)**

- o How will you incorporate meaning-making and values exploration in your counseling practice?
- o In what ways might you help clients “search for meaning” and explore their own value systems?
- o How will you model authenticity and humility in your professional relationships?

## **2. Integral, Quality Education (200-300 words)**

- o How will you continue your own lifelong learning after graduation?
- o How do you plan to address the whole person (physical, psychological, intellectual, moral, spiritual, and social qualities) in your clinical work?
- o What specific strategies will you employ to continue developing your professional competencies?

## **3. Family Spirit (200-300 words)**

- o How will you create a “climate of acceptance, discipline, and love” in your professional practice?
- o What specific approaches will you use to foster community connections among those you serve?
- o How will you contribute to creating environments where everyone feels they belong?

## **4. Service, Justice, Peace and Integrity of Creation (200-300 words)**

- o What specific community service initiatives or social justice efforts do you plan to engage with?
- o How will you incorporate advocacy into your professional identity?
- o What populations or causes are you most committed to serving, and why?

## **5. Adaptation and Change (200-300 words)**

- o How will you remain responsive to evolving community needs and emerging mental health challenges?
- o What approaches will you take to adapt your practice to meet diverse client needs?
- o How will you balance tradition and innovation in your professional practice?

## **Conclusion (100-200 words):**

Synthesize how these five characteristics collectively inform your vision for community service and professional practice. Discuss how your Marianist education has uniquely prepared you for your role as a mental health professional serving the people of Hawaii.

Assessment Criteria

## **Your Marianist Values Integration Reflection will be evaluated based on:**

**1. Depth of Understanding:** Demonstrates thorough comprehension of the Characteristics of Marianist Education

**2. Personal Integration:** Authentically connects Marianist values to personal professional identity

**3. Concrete Application:** Provides specific, actionable plans for community service

**4. Critical Reflection:** Shows thoughtful consideration of how educational values translate to professional practice

**5. Professional Vision:** Articulates a coherent vision for community service informed by Marianist tradition

## **Capstone ePortfolio Reflection Requirements**

For each artifact included in your ePortfolio, provide a reflective analysis (300-500 words) that addresses:

1. How the artifact demonstrates mastery of the specific PLO or competency domain
2. The theoretical foundations and evidence base informing your work
3. Your critical analysis of strengths and areas for growth
4. How this learning has shaped your professional identity and approach
5. Implications for your future practice in educational settings
6. Connections to other domains and professional competencies

<b>Criteria</b>	<b>Exemplary (90-100%)</b>	<b>Proficient (80-89%)</b>	<b>Developing (70-79%)</b>	<b>Unsatisfactory (&lt;70%)</b>
PLO Mastery	Comprehensive evidence of mastery across all PLOs with exceptional integration	Clear evidence of mastery across all PLOs with good integration	Evidence of basic mastery across most PLOs with some integration	Limited evidence of mastery across PLOs with minimal integration
Domain Competencies	Comprehensive coverage of all licensure domains with outstanding artifacts	Complete coverage of all licensure domains with strong artifacts	Coverage of most licensure domains with adequate artifacts	Incomplete coverage of licensure domains with weak artifacts
Critical Reflection	Exceptionally thoughtful reflections demonstrating sophisticated insights	Substantive reflections demonstrating clear insights	Basic reflections demonstrating adequate insights	Superficial reflections demonstrating limited insights
Marianist Values Integration	Superior integration of all five Marianist characteristics with concrete, innovative applications to professional practice	Effective integration of all five Marianist characteristics with clear applications to professional practice	Basic integration of most Marianist characteristics with some applications to professional practice	Limited integration of Marianist characteristics with minimal applications to professional practice
Professional Presentation	Exemplary professional presentation with outstanding organization	Strong professional presentation with clear organization	Adequate professional presentation with acceptable organization	Poor professional presentation with weak organization

### **Hawaii DCCA Licensure Alignment**

This comprehensive ePortfolio is specifically designed to align with the Hawaii Department of Commerce and Consumer Affairs requirements for Mental Health Counselor licensure. By completing this ePortfolio, you will have:

1. Documented your education and training across all required content areas
2. Demonstrated your clinical skills and professional competencies
3. Evidenced your ability to apply knowledge and skills within educational settings
4. Created a professional portfolio that can support your licensure application
5. Prepared for successful completion of required licensure examinations

### **Conclusion**

This comprehensive ePortfolio capstone assignment represents the culmination of your professional development as a counseling psychologist preparing for licensure in Hawaii.

Through this structured process of artifact collection, reflection, and integration, you will demonstrate your readiness to enter the field and contribute meaningfully to the mental health profession.

## Course Policies

This will be assessed by client case conceptualizations and Comprehensive ePortfolio.

### 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 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>▪ MSCP Mental Health Comprehensive ePortfolio Capstone Assignment</li> <li>▪ End of Course Evaluation</li> </ul>	<b>All Internship B Logs, MSCP Mental Health Comprehensive ePortfolio Capstone Assignment, and Summary of Hours Due</b>

