



College of Education and Human Development

MS Counseling Psychology (MSCP)

PSY-646MH-01-3: Practicum Counseling Tech Mental Hlth Community Counseling

Clarence T.C. Ching Hall, 253 W 5:30-9:20pm | Credits: 3 | Section: 01-3 |

Term: Accelerated Fall 2026

Instructor Information

Instructor	Aubrey Jenks, LMHC
Email	aubrey.jenks@chaminade.edu
Phone	808-699-9214
Virtual Office	Google Meets; email to schedule
Virtual Office Hours	Wednesdays 8-9am

Communication

The primary communication channel between student and professor is through email/Canvas messages. The expected response time is between 24-48 hours M–F. To schedule virtual or in-class check-ins, for questions regarding the class or assignments, please email. Phone calls and text messages are reserved for emergencies only or when a circumstance requires the professor's immediate attention.

School & Department

School	Education and Human Development
Location	Clarence T.C. Ching Hall, 253
Phone	(808) 699-9214
Questions?	Contact your instructor or the School of Education and Human Development

Course Description & Materials

Catalog Description

Third Benchmark Course 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) at a practicum site under the supervision of a licensed mental health therapist.

Prerequisites: PSY-611, PSY-636 and PSY-741

Course Snapshot

Modality	Face-to-Face
Meeting Location	Clarence T.C. Ching Hall, 253
Meeting Days/Times	Wednesdays 5:30–9:20pm

Time Commitment	This is a (3) credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 24 hours in a synchronous in-person or online class, 5 hours writing a conceptual framework essay, 3 hours writing reflection journals, 3 hours completing recorded videos and reflections, and 100 hours direct and indirect hours engaged at their clinical practicum site. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.
Required Materials	American Psychiatric Association. (2022). Neurodevelopmental disorders. In <i>Diagnostic and statistical manual of mental disorders</i> (5th ed., text rev.)
Canvas	Course materials, announcements, and grades are posted to Canvas: https://chaminade.instructure.com/courses/48083 Canvas will act as a central digital hub for course materials, communication, and assignment management. It will house important documents and/or links pertinent to the course, offers a clear roadmap for course organization through the use of weekly modules, will act as the main location for assignment/quiz/essay submissions, allows efficient and transparent grading, and will allow you to access assignments in the future, if needed.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of P646MH, the student will be able to:

1. Develop a professional counselor identity grounded in ethical and legal standards, while practicing reflexivity regarding personal values, biases, and assumptions and their impact on the counseling relationship. Assessment: Reflective journaling. (PLO 1, 3, 4)

2. Integrate theories, models, and evidence-based practices into mental health counseling interventions, taking into account clients' cultural and developmental diversity. Assessment: Case analyses. (PLO 2, 3, 4)
3. Practice effective clinical skills in mental health counseling, including developing rapport, implementing intervention strategies, and evaluating outcomes. Assessment: Site Supervisor's Evaluation. (PLO 2, 4)
4. Collaborate effectively with mental health professionals, other professionals, and community resources in supporting clients' mental health needs. Assessment: Site Supervisor's Evaluation. (PLO 4)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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 Marianist values above connect deeply to this Mental Health Practicum course. This course focuses on deep ethical alignment, self-reflection, and a search for meaning. It fosters a deep ethical and self-aware approach to client care. It prioritizes whole-person development while creating a collaborative, supportive environment of respect. Each student will commit to the common good and advocacy for the marginalized, and work with diverse client populations within the community. Lastly, students will learn to pivot between clinical modalities, adapting to the changing world in which we live.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'ēau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'ēau 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'ēau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'ēau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'ēau ('Ōlelo No'ēau 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'ēau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1, 2, 4, 5	1, 2, 4, 5	1, 2, 4	1, 2, 3, 4
PLOs	1, 3, 4	2, 3, 4	2, 4	4
Native Hawaiian Values	1, 2, 5	1, 2, 4, 5	1, 2, 4	1, 3, 4

Attendance & In-Class Participation

Attendance Policy

If you miss more than one class, you will be given a “C” and you must retake the class.

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

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

Quick Reference — Absence Thresholds:

Excused Absence	Illness with documentation, family emergency, University-sponsored activity.
Course Failure	More than 1 absence — students will receive an automatic “C” grade. A grade of a C or lower is considered a “fail” and the course will need to be retaken.
Late Arrival / Early Departure	Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Activities

In-Class Activities

-Group discussions require participation and respectful engagement; diverse opinions are welcomed and important to learning but disrespect will not be tolerated.

-Timeline Activity: This includes some vulnerability. Each student will put themselves in a future client’s shoes and experience a small part of what it is like to share personal things with a stranger(s). They will

	acknowledge both positive and negative experiences and map them on paper. Sharing will be optional. -Diagnosis Practice: Randomly given a diagnosis to role-play one week, then randomly chosen to play the “counselor” and try to discover what diagnosis their partner is demonstrating during another week. Students will not need to play both roles in one night. -Case Consultations: Students will have opportunities to share their experiences at their internship site and gain feedback and consultation from professor and classmates. -Pupu and Potluck nights: It will be optional for students to share mea'ai with the class. It is culturally appropriate and a chance for class members to build rapport with each other.
Homework / Assignments	-Canvas will hold the weekly homework/assignments. Instructions will be included. -Review of recordings during “week 1” is required as part of your first homework assignment. These recordings will share valuable course and practicum overviews; Students will have the opportunity to ask clarifying questions during week 2. -Proof of Liability Insurance: Each student will upload a copy of their professional liability insurance to the Canvas assignment. -Weekly Hour logs: “Week” will run from Sunday to Saturday for 10 weeks. Admin hours can begin to be accrued from Sept. 1st, logged as “BREAK WK 1, 2, 3, etc...” Direct hours can begin to be accrued from Oct. 1st. (See “Weekly Course Schedule” at the end of the syllabus for the Weekly dates. -Weekly Journal/Supervisor Prep Form: This form is to both prepare for supervision and to relate to and reflect about practicum/internship experience. -eP: Professional Identity Page: Biography, Initial Philosophy statement, CV (see “MSCP Mental Health Comprehensive ePortfolio Capstone Assignment”) ○ Professional biography, 500-750 words ○ Professional headshot & contact info ○ Counseling philosophy statement, 750-1000 words ○ Current professional resume or CV ○ ePortfolio structure, navigation and overall presentation -eP: PLO 1 – Professional Orientation and Ethics ○ One artifact, one reflection, one integration statement -eP: Professional Orientation and Ethics (DCCA)

	○ One artifact, one reflection, self-care plan -eP: Counseling Theories and Applications (DCCA) ○ One artifact, one reflection -eP: Human Growth and Development (DCCA) ○ One artifact, one reflection -ePortfolio submissions due by 11/13. It includes the 5 assignments above and all the clinical training records completed so far. - Appendix I1 Hour Summary Log: Submitted after all logs are signed. Summarizes hours worked at each site during practicum. -Various evaluations: Evaluation links will be provided to the students and are required by CUH to help improve the program and gain insight on different practicum sites and supervisors.
Quizzes / Exams	No quizzes or exams will be required during Practicum at this time.
Projects	-Video recording presentation project: ○ Signed consent form from classmate ○ Completed Counseling Initial Evaluation form: Appendix B3 ○ Video recording of a practice “session” ○ Partial presentation of video to class with case conceptualization contents ○ Self-evaluation of recording (Appendix J1 in MH Handbook) ○ Written Case Conceptualization Paper

Course Policies

Late Work	Late work will not be accepted in this course unless an arrangement is made with the instructor, or as directed within an official accommodation letter by the school.
Make-Up Work	No make up work will be given to bring up course points/grades
Extra Credit	Extra credit will be given at the discretion of the instructor. Only when deemed appropriate and will not be offered as a replacement of required assignments or if detrimental or unfair to the integrity of the course
Incomplete Grade	You must perform adequately at your site(s) to pass this class. Evaluations that consist of “acceptable” rating or higher will be awarded full points. Each rating of “Below Expectations” or “Far Below Expectations” will result in a loss of critical points and may result in an incomplete. (One supervisor’s more favorable review does not compensate for poor evaluations from another supervisor for students at multiple sites) In addition, 100 hours of practicum experience is required to move into the Internship A/B parts of your education. If 100 hours are not

	met by the end of the semester, you will not be able to move onto the next parts of the program.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/

Resource	Description	Contact / Website
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
Week 1 10/7	NO IN-PERSON CLASS Online Recordings from Professor and Internship Director	-Recorded Welcome, Course Syllabus review, and introduce ePortfolio by professor -Recorded Review of Logs and required documents, Review Handbook for Practicum by Internship Director	-Course Welcome and Overview Recording by Prof. Jenks Quiz -Practicum and Internship Overview Recording by Brit (Mental Health Practicum and Internship Director) Quiz
Week 2 10/14	Introductions and Pupus	-Topics in counseling -Timeline Activity	-Proof of Liability Insurance -Logs with admin hours from 9/1 thru 9/30 -Week 1 Log (10/1 thru 10/10) -Weekly Journal 1 -Professional Identity page: ☐ Biography ☐ Headshot and Contact ☐ Initial Philosophy Statement ☐ CV draft (revisions finished in Internship B) ☐ ePortfolio structure, navigation and overall presentation

Wk of	Theme	Topics / Readings	Due Dates
			-Site supervisor contact: temp check
Week 3 10/21	Diagnosis Practice 1 Case consults	3 pairs	-Week 2 Log (10/11 thru 10/17) -Weekly Journal 2 -eP: PLO 1 - Professional Orientation and Ethics ☐ One artifact ☐ Reflection ☐ Integration Statement
Week 4 10/28	Diagnosis Practice 2 Case consults	3 pairs	-Week 3 Log (10/18 thru 10/24) -Weekly Journal 3 -eP: Professional Orientation and Ethics (DCCA) ☐ One artifact ☐ Reflection ☐ Self-care plan
Week 5 11/4	Diagnosis Practice 3 Case consults	3 pairs	-Week 4 Log (10/25 thru 10/31) -Weekly Journal 4 -eP: Counseling Theories and Applications (DCCA) ☐ One artifact ☐ Reflection
Week 6 11/11	Video Recording Presentations 1 Case consults	Presentations from 3 students	-Week 5 Log (11/1 thru 11/7) -Weekly Journal 5 -eP: Human Growth and Development (DCCA) ☐ One artifact ☐ Reflection -ePortfolio submissions DUE by 11/13 -Site supervisor contact: quality check

Wk of	Theme	Topics / Readings	Due Dates
Week 7 11/18	Video Recording Presentations 2 Case consult	Presentations from 3 students	-Week 6 Log (11/8 thru 11/14) -Weekly Journal 6 -Email site supervisors with evaluation link by tonight
Week 8 11/25	THANKSGIVING HOLIDAY WEEK	Asynchronous learning- please work on assignments and ePortfolio	-Week 7 Log (11/15 thru 11/21) -Weekly Journal 7
Week 9 12/2	Video Recording Presentations 3 Case consult	Presentations from 3 students	-Week 8 Log (11/22 thru 11/28) -Weekly Journal 8 -Video Recording -Appendix J1 (MH Handbook) Video self-eval -Written Case Conceptualization Paper
Week 10 12/9	Potluck and Evaluations	Complete student evaluation forms of supervisor and staff and site Reflections of Practicum and areas of improvement for Internship A	-Week 9 Log (11/29 thru 12/5) -Week 10 Log (12/6 thru 12/11) -Weekly Journal 9 & 10 -Appendix I1 Hour Summary Log -Student evaluation of Site Supervisor Google Form -Staff and Site evaluation -Student evaluation DUE from site supervisor -PDCA-R Form (Appendix N) -Copy of signed hour logs + I1 to internship director