



College of Education and Human Development

MS Counseling Psychology (MSCP)

PSY-646MH-90-3: Practicum Counseling Techniques Mental Health Counseling

Online Asynchronous | Credits: 3 | Section: 90-3 | Term: [Accelerated Fall 2026]

Instructor Information

Instructor	Aubrey Jenks, LMHC, MSCP, NCC  Aloha, I am Aubrey Jenks and I was born and raised in Hawai'i. I grew up on the beautiful island of Molokai where I built the foundation of who I am. I am a wife, mother, daughter, sister, friend, professor, and licensed mental health counselor. These roles play an important part of who I am and how I operate. I have been working in the mental health field for over ten years with the City and County of Honolulu's Juvenile Justice and Youth Services Center, with Kamehameha Schools' Post-High Counseling Department, with various private practice centers in Hawai'i and on the continent, as a private practice business owner, and as a professor at Chaminade. As your instructor, I am committed to supporting your educational experiences in the counseling field and will help you realize and strengthen your own skills to become an effective, efficient, and dedicated helper in our communities.
Email	aubrey.jenks@chaminade.edu
Phone	808-699-9214
Virtual Office	Google Meets; email to schedule
Virtual Office Hours	Tuesdays 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	Online Asynchronous
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/48897 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 [degree program name], 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 [course], 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

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 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'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
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

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 24-48 hours (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 7 school days of the due date
 - Major assessments/projects: within 14 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

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.
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 communicated via Canvas announcements.

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' 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>.

Learn more at <https://chaminade.edu/career-services>.

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 Accessibility Services Sign up
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.	https://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,	chaminade.edu/career-services

Resource	Description	Contact / Website
	and access to career-related resources and opportunities.	
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Topics / Readings	Due Dates
Week 1 10/7	ASYNCHRONOUS Online Recordings from instructor and Internship Director	-Recorded Welcome, Course Syllabus review, and introduce ePortfolio by instructor -Recorded Review of Logs and required documents, Review Handbook for Practicum by Internship Director	-Course Welcome and Overview Recording by Prof. Jenks -Practicum and Internship Overview Recording by Brit (Mental Health Practicum and Internship Director)
Week 2 10/14	Introductions and Vulnerability	-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:

Wk of	Theme	Topics / Readings	Due Dates
			☐ Biography ☐ Headshot and Contact ☐ Initial Philosophy Statement ☐ CV draft (revisions finished in Internship B) ☐ ePortfolio structure, navigation and overall presentation -Site supervisor contact: temp check
Week 3 10/21	Diagnosis Practice 1 Case consults	3 pairs	-Week 2 Log (10/11 thur 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

Wk of	Theme	Topics / Readings	Due Dates
			-eP: Human Growth and Development (DCCA) ☐ One artifact ☐ Reflection -ePortfolio submissions DUE by 11/13 -Site supervisor contact: quality check
Week 7 11/18	Video Recording Presentations 2 Case consults	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 consults	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	Evaluations and Reflections	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)

Wk of	Theme	Topics / Readings	Due Dates
			-Copy of signed hour logs + l1 to internship director