



College of Education and Human Development
Master of Science in Counseling Psychology

PSY-646MH-91-3: Practicum Counseling Techniques Mental Health Counseling

Canvas Link:

Google Meet Link: <https://meet.google.com/bqk-nukz-fgd>

Synchronous, Online

5:30PM-9:20PM Mondays Credits: 3 Term: Accelerated Fall 2026

Instructor Information



Instructor: Angela Mendiola, LMHC, NCC

Email: angela.mendiola@chaminade.edu

Office Hours: 3-4 pm on Mondays. Please email for online assistance or to schedule a phone or appointment on google meets

Communication: Please email the instructor if you have any questions. 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 Information

School of Education and Behavioral Sciences

Office Location: Google meets, please email instructor to schedule a time to meet

Phone: (808) 620-2723

If you have questions regarding the Masters of Science in Counseling Psychology, reach out to the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course 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

Time Allocation

Course Snapshot Modality: Online, Synchronous

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. There may be an additional 20 hours of work required beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 2 hours per week.

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 *Diagnostic and statistical manual of mental disorders* (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.

Required Materials

American Psychiatric Association. (2022). Neurodevelopmental disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.)

Canvas (<https://chaminade.instructure.com>)

Canvas is the learning management system that CUH uses to make teaching and learning easier for everyone. Canvas will hold important information like the course syllabus, course assignments and discussions, resources, and more. Please visit the course Canvas page often to get the most up to date information about the course and to submit course requirements.

Hardware Requirements

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

Software Requirements

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

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: 1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

1. 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 P646MH, the student will be able to:

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.

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 integral, quality 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, 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, and integrity of creation.

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 and 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 that for that philosophy to remain vibrant in changing times, adaptations need to be made.

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.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo 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 (‘Olelo No’eau 203) All knowledge is not taught in the same school

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Alignment of Course Learning Outcomes

See tentative Course schedule

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 using google meets link and on Canvas 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.

Assignments

Assignments will be discussed during class sessions and will be listed in the “Modules” page on Canvas. Point assignments will vary. See the “Tentative Course Schedule” on the last page of this syllabus for specific point assignments.

As there will be no quizzes, exams, or team projects, please invest your time and effort into the assignments, including the weekly hour log and weekly journals, written case report. case presentation and ePortfolio assignments.

The instructor will grade your submission and update the points for the assignment (if points are awarded for that particular assignment). If there are questions or concerns from instructor or student, communication can be through CUH email or through the Canvas inbox feature.

Logs 10 @ 10 pts = 100 pts total

Submit signed logs to your instructor every week via Canvas. Each student will use their unique Google Link or folder to input hours. Hours will be collected in 15 minute increments and will be identified as "Direct Hours" or "Admin/Indirect Hours." Each entry will also include a "Description" or brief information of what was done to earn the hours indicated. The hours will be tracked at the bottom of the page and can be corrected/edited throughout the week.

At the end of the week, you will "Download Hours to CSV. You will then use the downloaded version to collect ink or electronic signatures from your supervisors.

Once your logs have been properly completed and signed, you will submit a copy on the Canvas module for the corresponding week. Hold onto the hard copies and keep it in a safe place, as this may be required for graduation and future licensure.

Your personal link to logs will be emailed to you by your instructor.

**Direct hours earned starting on Oct. 4th can be counted toward "Week 1."*

***Admin/Indirect hours earned starting on Oct. 1st can be counted toward "Week 1."*

Weekly Journal Form 10 @ 5 pts = 50 total pts

You will submit a completed Journal Form each week via Canvas. It is expected that you will use this form to both prepare for supervision and to relate to class about your supervision experience. Please upload a copy of your form each week on Canvas and keep the hard copies for your records.

Quizzes

None

Exams

None

Team Projects

None

Individual Projects

Case Presentation = 25 total pts

You will present 1 case 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 presentation should be accompanied by a video of a 5-10 minute segment. If videotaping is not permissible, an audiotaping or transcript (verbatim) will be required instead.

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.

DUE:

- 1) Signed CUH consent release R1 form (show hard copy to instructor and upload to Canvas)**
- 2) Signed Consent with Video Statement form (show hard copy to instructor and upload to Canvas)**
- 3) Signed Raw Data Supervision Requirement Form (upload to Canvas)**
- 4) Present your case, including:**
 - 4a) 5-10 minutes of recorded video/audio/transcript**
 - 4b) Verbally or visually present client background information, client dilemma, client strengths and weaknesses, diagnostic impressions/clinical impressions, potential next steps/treatment plan, resources to share with client**
- 5) Submit video recording or transcript (upload to Canvas)**
- 6) Written critique form of your case recording and presentation (upload to Canvas)**

If you have a situation where you are unable to record, transcribe and or video your sessions, you will need to partner with a class member and record a dyad, using the format as described above.

Final Project

Written Case report = 25 total pts

You will complete 1 Counseling Initial Evaluation form for a client you have seen at least 3 times. You may choose the same client chosen for the case presentation. The evaluation form will also include an initial diagnostic impression and tentative treatment plan. This report will demonstrate how you might proceed in applying counseling principles.

Supervisors evaluation = 200 pts

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” or “Far Below Expectations” will result in a significant loss of points which may result in failure of the course. Ratings from all supervisors will count towards the determination of your score. (One supervisor’s more favorable review does not compensate for poor evaluations from another supervisor.)

ePortfolio Progress = 150 pts

MSCP Mental Health Comprehensive ePortfolio Capstone Assignment

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.

There are 5 required sections, each with assignments that should include specific artifacts that demonstrate your mastery, accompanied by critical reflections on how these artifacts evidence your competence. As this is a new requirement that will be in replacement for the Mental Health Counseling subject comprehensive exam, we have broken up the assignments between Practicum, Internship A, and Internship B. You will check in with your instructor during week 7 of each term to ensure appropriate progress. A copy of this assignment will be emailed to you by your instructor, along with additional information and an appropriate timeline.

Course Policies

Attendance

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.

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.

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

Site Supervisors evaluations are worth 200 points (50% of your grade deduction if less than satisfactory). **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. Ratings from all supervisors will count towards the determination of your score. (One supervisor’s more favorable review does not compensate for poor evaluations from another supervisor.)

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.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 400-300

B = 299-200

C = 199-0 (Retake the course)

Important Information`

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

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

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors

in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

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

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 cell phone 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 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 or 808-739-8305.

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 email counselingcenter@chaminade.edu, call 808-735-4845, or visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Scientific Method

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

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamor, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken from: <http://allpsych.com/researchmethods/replication.htm>
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Tentative Course Schedule & Due Dates

Week #	Class date	Theme	Assignment(s) Due	Alignment of Outcome and Values
1	M 10/5	Welcome, Course Syllabus review, Review of Logs and required documents, Review Policies and Procedures for Practicum, Introduce ePortfolio		PLO 1 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
2	M 10/12	-ePortfolio basic set up	-Hour log 1 (10/5 - 10/9) -Hour log 2 (10/12 - 10/16) -Weekly Journal- 1 & 2 -ePortfolio basic set up	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5

			-Current CV/resume -Initial draft of counseling philosophy statement	
3	M 10/19	-Coping, Self-care, Keeping Boundaries - site check in	-Hour log 3 (10/19 - 10/23) -Weekly Journal-3 -Professional biography -Professional headshot and contact info -Professional disclosure statement	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
4	W 10/26	ePortfolio set up and artifacts	-Hour log 4 (10/26 - 10/30) -Weekly Journal-4	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
5	M 11/9	Diagnosis Practice 1/2	-Hour log 5 (11/2 - 11/6) -Weekly Journal-5	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
6	M 11/9	Diagnosis practice	-Hour log 6 (11/9 - 11/13) -Weekly Journal-6	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
7	M 11/16	Class Cancelled	-Hour log 7 (11/16 - 11/20) -Weekly Journal-7	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
8	M 11/23	Case Presentation 1/3	-Hour log 8 (11/23 - 11/27)	PLO 1,2,3

			-Weekly Journal-8 -Case Presentation	CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
9	M 11/30	Case presentations 2/3	-Hour log 9 W9 (11/30 -12/4) -Case presentation	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5
10	M 12/7	Case presentations 3/3: Internship A hours during break Site/Supervisor/Professor Evaluations	-Hour log 10 W10 (12/7 - 12/11) -Weekly Journal-10 -Case Presentation -Written Case Report -Appendix M- Internship A Paperwork Checklist -Supervisor Evaluation	PLO 1,2,3 CLO 1,2,3,4,5,6,7 MV 1,2,3,4,5 NHV 1,2,3,4,5