

**MASTER OF ARTS PROGRAM IN
COUNSELING PSYCHOLOGY**

PROGRAM HANDBOOK

**SPECIALIZATION:
CLINICAL MENTAL HEALTH COUNSELING**

Fall 2023 to Spring 2024

**DEPARTMENT OF PSYCHOLOGY
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF HAWAII AT HILO**

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Master of Arts Program in Counseling Psychology

Program Description:

The Master of Arts in Counseling Psychology program is administered by the Department of Psychology in the College of Arts and Sciences at the University of Hawai‘i at Hilo. The program was established in 2005 with the full approval and support of the University of Hawai‘i System and the Hawaii State Legislature. It is a 60 semester hour program designed to provide multicultural, student-centered training in counseling psychology with a specialization in clinical mental health counseling and meets the curricular requirements for licensure as a Mental Health Counselor in Hawai‘i. The program is the only one in the University of Hawai‘i System that is designed to train Mental Health Counselors at the master’s degree level.

Counseling Psychology as a psychological specialty aims at facilitating personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. (Society of Counseling Psychology, Division 17 of the American Psychological Association, <http://www.div17.org/>)

The field of Mental Health Counseling is a subspecialty within the profession of counseling. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. For more information about the field of mental health counseling, students may visit the website of the American Psychological Association (<http://www.apa.org/>), American Counseling Association (<http://www.counseling.org/>), and American Mental Health Counselors Association (<http://www.amhca.org/>),

Mission Statement:

The mission of University of Hawaii at Hilo is to offer high quality undergraduate and graduate programs. For graduate training in particular, a select group of programs are offered where need warrants and the university has strong expertise. Consistent with this overarching goal, the mission of the Master of Arts Program in Counseling Psychology (Specialization: Clinical Mental Health Counseling) is to prepare students to help meet the mental health service needs of the diverse and multicultural populations in Hawai‘i and beyond. The program is designed to train students to become knowledgeable, skillful, ethical, and reflective mental health counselors, and to serve as a foundation for students interested in pursuing advanced graduate studies. The program assigns a high priority to meeting the educational needs of its students and is based on a scientist-practitioner model, with an emphasis on empirical research and evidence-based practices.

Program Objectives:

The degree objectives are designed to enable the student to:

1. Understand legal and ethical principles as they pertain to professional conduct and responsibility.
2. Display multicultural awareness and competence when working with diverse individuals, groups, and communities.
3. Develop their theoretical orientation and identity as a reflective practitioner.
4. Demonstrate effective skills in evidence-based assessment, case conceptualization, treatment planning and intervention strategies to alleviate suffering and promote health and well-being.
5. Recognize and apply research principles to real world clinical situations and settings.

National Accreditation

In June 2021, the program received the full 8-year accreditation from Masters in Psychology and Counseling Accreditation Council (MPCAC; <http://mpcacaccreditation.org/>). The accreditation is valid through June 2029.

Counseling Licensure, Specialties, and Certification

The program curriculum meets the educational requirements for licensure as a Mental Health Counselor in the State of Hawai‘i. Additional information can be obtained from the Hawai‘i Department of Commerce and Consumer Affairs (<https://cca.hawaii.gov/pvl/programs/mental/>). Please note that, in addition to completing the M.A. program, the current law has other requirements, including earning a passing score on the National Counselor Examination for Licensure and Certification and accruing at least 3000 hours of post-graduate experience in the practice of mental health counseling.

Mental health counseling, school counseling, and marriage and family therapy are different, but related, specialty areas. Our program does not meet the educational requirements for certification by the Hawai‘i Department of Education as a school counselor or for licensure as a Marriage and Family Therapist (MFT). Our graduates do work as mental health counselors in Hawai‘i schools. In Hawai‘i, mental health counselors in public schools are called School-Based Behavioral Health Specialists (SBBHs). Additionally, some of our graduates work as school counselors in private schools and charter schools that do not fall under the same regulations that apply to public schools in Hawaii. In addition, our graduates may meet requirements to practice in Hawai‘i public schools as what are called "[Complex School Psychologists](#)."

States vary in their requirements for licensure as a mental health counselor and for certification/licensure as a school counselor. If you want to practice as a counselor in a state other than Hawaii, you should research licensure and certification requirements in the specific

states you are interested in. Other states may refer to what are called LMHCs in Hawaii with different terminology, e.g., as Licensed Professional Counselors (LPCs). The [American Counseling Association](#) maintains a web page with links to all of the [state licensing boards for mental health counselors](#).

Information about Professional Organizations:

As a clinical mental health counselor training program housed in a Department of Psychology, we identify with both the American Counseling Association and the American Psychological Association.

All of the faculty members adhere to the ethical codes of the American Psychological Association (APA) and the American Counseling Association (ACA) and students are trained to do so as well. In addition, all of the students in the program are encouraged to join APA, ACA, and their divisions as Student Members.

In addition to APA and ACA, many of the faculty members also are members of related associations such as the Association for Psychological Science and Association of Behavioral and Cognitive Therapies. Students also are encouraged to join these organizations and participate in their professional activities.

Employments Opportunities for Graduates:

Graduates of the program will be able to seek employment as professional counselors. Employment prospects for mental health counselors are currently good in Hawai'i and in many other areas of the United States. Employment opportunities in this field are expected to grow at a faster than average rate over the coming years. Professional counselors may find employment in a wide variety of settings, including the following:

- Community mental health clinics
- Public and private elementary and secondary schools
- Colleges and universities
- Correctional facilities
- Vocational rehabilitation centers
- Job training and career counseling centers
- Residential care facilities and psychiatric wards
- Drug and alcohol rehabilitation programs and agencies
- Private practice settings
- General medical hospitals, clinics, and other healthcare facilities
- Employee Assistance Programs
- Child welfare and other family assistance agencies
- Military settings

Policy and Procedures for Recommending Students for Employment:

While the employment prospects for mental health counselors appear to be good, the program cannot provide any guarantees that its graduates will be employed in the field of mental health counseling. Graduates seeking employment may ask faculty members for letters of recommendation. It is then up to the individual faculty members to determine whether they will or will not write the letter of support.

Program Curriculum

Program Curriculum (Specialization: Clinical Mental Health Counseling):

The curriculum was designed to meet the requirements of the State of Hawai'i licensure for mental health counselors. The number of required credits (60) is similar to other programs of its kind.

IMPORTANT: For each course you complete, remember to save your syllabus. You will need to submit a copy of all of your syllabi to the state licensing board when you apply for the licensure.

Total semester hours required: 60

Required courses (51 semester hours):

- PSY 601 (4) Applied Multivariate Statistics
- PSY 602 (3) Research Methodology and Program Evaluation
- PSY 603 (4) Psychological Assessment
- PSY 604 (3) Professional Identity, Ethics, and Legal Issues
- PSY 611 (3) Lifespan Human Development
- PSY 612 (3) Career Development
- PSY 613 (3) Psychopathology over the Lifespan
- PSY 620 (3) Counseling Theories
- PSY 622 (4) Group Work and Counseling
- PSY 623 (3) Social and Cultural Foundations
- PSY 624 (3) Counseling Skills
- PSY 640 (3) Practicum Supervision
- PSY 640F (3) Practicum Fieldwork
- PSY 659 (3) Internship Supervision
- PSY 659F (6) Internship Fieldwork

Electives (9 semester hours required):

- An additional 9 credits of PSY courses at the 600 or 700 level, not included in the list above.
- Students may take one (1) PSY 699 (Directed Studies) during their tenure in the program. Students must obtain approval from their advisor and the program director to take more than one PSY 699 Directed Studies course.

Information about Plan A and Plan B Options:

To complete the 60 required semester hours, students may choose Plan A (thesis) or Plan B (non-thesis) option. Students who choose Plan B will accumulate the 60 credits via traditional coursework. For students who choose Plan A, they may sign up for PSY700, a repeatable

3-credit course, during the time they complete their thesis research. Please note that the credits earned through PSY700 will not become official until the thesis has been completed.

Curriculum Schedules (Total Number of Credits = 60)

Plan A: Thesis Option

YEAR 1:

Summer Semester (3 credits):

PSY 611 (3) Lifespan Development (asynchronous)

Fall Semester (14 credits):

PSY 601 (4) Multivariate Statistics

PSY 604 (3) Professional Identity, Ethics, and Legal

PSY 613 (3) Psychopathology over the Lifespan

PSY 620 (3) Counseling Theories

PSY 699 (1) Directed Studies (thesis introduction + topic identification)

Spring Semester (16 credits):

PSY 602 (3) Research Methodology Evaluation

PSY 603 (4) Psychological Assessment

PSY 622 (4) Group Work and Counseling

PSY 624 (3) Counseling Skills

PSY 699 (2) Directed Studies (proposal development + proposal defense)

YEAR 2:

Summer Semester (3 credits):

PSY 612 (3) Career Development (online)

Fall Semester (12 credits):

PSY 623 (3) Social and Cultural Foundations

PSY 640 (3) Practicum Supervision

PSY 640F (3) Practicum Fieldwork

PSY 700 (3) Thesis Research

Spring Semester (12 credits):

PSY 659 (3) Internship Supervision

PSY 659F (6) Internship Fieldwork

PSY 700 (3) Thesis Research

For students who choose the Plan A option, below is a suggested timeline for completing the thesis:

YEAR 1: Fall Semester:

1. A student interested in completing a research thesis should explore the areas of expertise of each faculty member in the department and identify appropriate persons to serve as chair and committee members. This should be done in consultation with the program director. Typically, there are three members in a thesis committee, two of whom must be tenured or tenure-track faculty members at UH Hilo. At least one of the committee members also must be a core faculty member of the counseling psychology program. With the approval of the chair, a committee may consist of more than three members. The student should enroll in one-credit of PSY 699 Introduction to the Thesis.

YEAR 1: Spring Semester:

2. With supervision from the chair, the student completes a draft of the thesis proposal and submits it to the committee members two weeks before the defense date. To complete the literature review section of the thesis proposal, the student should complete a two-credit PSY 699 directed studies course under the direction of the thesis chair.
3. The student defends the proposal.

YEAR 1: Summer:

4. The student obtains approval from the UH's Institutional Review Board.

YEAR 2: Fall Semester:

5. With on-going supervision from the chair, the student completes data collection. The student enrolls in three credits of PSY 700 Thesis Research.

YEAR 2: Early Spring Semester:

6. With close supervision from the chair, the student completes data analysis and a draft of the thesis. The draft should be sent to the committee members for their review two weeks before the defense date. The student enrolls in three credits of PSY 700 Thesis Research.

YEAR 2: Late Spring Semester

7. The student defends the thesis. PSY 700 Thesis Research (6 credits total) are earned when the thesis is successfully defended.

Plan B: Non-Thesis Option

YEAR 1:

Summer Semester (3 credits):

PSY 611 (3) Lifespan Development (asynchronous)

Fall Semester (13 credits):

PSY 601 (4) Multivariate Statistics

PSY 604 (3) Professional Identity, Ethics, and Legal

PSY 613 (3) Psychopathology over the Lifespan

PSY 620 (3) Counseling Theories

Spring Semester (14 credits):

PSY 602 (3) Research Methodology Evaluation

PSY 603 (4) Psychological Assessment

PSY 622 (4) Group Work and Counseling

PSY 624 (3) Counseling Skills

YEAR 2:

Summer Semester (6 credits):

PSY 612 (3) Career Development (asynchronous)

Elective (3): Elective (asynchronous)

Fall Semester (12 credits):

PSY 623 (3) Social and Cultural Foundations

PSY 640 (3) Practicum Supervision

PSY 640F (3) Practicum Fieldwork

Elective (3): Elective

Spring Semester (12 credits):

PSY 659 (3) Internship Supervision

PSY 659F (6) Internship Fieldwork

Elective (3): Elective

Practicum/Internship:

Practicum (PSY640 and PSY640F) and internship (PSY659 and PSY659F) are advanced courses designed to facilitate the student's integration of theory and practice in the therapeutic context. Through direct client contact at a Program-approved field placement, students will develop a sound conceptualization of client issues and counseling process, mastery of skills to apply their theoretical orientation, understanding of the role and function of professional counselors, and awareness of ethical and professional behavior. Issues related to counseling individuals from various cultural groups also will be a main area of focus. Evaluation of student

trainees, supervisors, and training sites is another essential component to the experiential training sequence. The Practicum/Internship Trainee Evaluation Form can be found in Appendix 2.

Hawaii State licensing law requires a minimum of 300 hours of supervised client contact. Hence, students in Practicum are required to complete a minimum of 100 hours of supervised client contact and students in Internship are required to complete a minimum of 200 hours of direct service. If possible, students are encouraged to complete more hours during practicum so that there will be less pressure to reach the necessary 300 hours during internship.

In addition to these direct hours, students are required to complete a minimum of 300 hours of indirect hours (100 hours in Practicum and 200 hours in Internship). For more information about the definitions of direct and indirect hours, please refer to Appendix 3.

For both practicum and internship, students are required to receive a minimum of one hour per week of individual supervision from the onsite supervisor. In order to ensure a good practicum/internship experience, the instructor also will be consulting with the onsite supervisor periodically during the practicum and internship courses.

Below is a list of local agencies that recently have provided practicum and internship placements for the students:

- Big Island Substance Abuse Council (BISAC; Hilo/Keaau)
- CARE Hawaii (Hilo)
- Catholic Charities, Na ‘Ohana Pulama (Hilo)
- Child and Family Service (Hilo, Kona, Oahu)
- Community Assistance Center (Sex Offender Treatment Program; Hilo and Keaau)
- Family and Addiction Counseling (Oahu, Telehealth)
- Hawai‘i Center for Children and Families (Oahu)
- Hawaii Counseling and Education Center (Hilo, Oahu, Telehealth)
- Hawai‘i Department of Education, School-Based Behavioral Health (statewide)
- Hawai‘i Department of Education, Waipahu Community School for Adults (Oahu, Hilo, West Hawaii)
- Hawai‘i Department of Health, Regional Family Guidance Centers (statewide)
- Hawai‘i Department of Health, Youth Correctional Facility & Detention Home (Oahu)
- Hope Services (Hilo, Kona)
- I Ola Lāhui (Oahu)
- iCAN Program, Waipahu Community School for Adults (Hilo, Kona, Honolulu)
- Integrated Psychological Services Hawaii (Hilo)
- Kauai Community College Counseling Center (Kauai)
- Kokua Mental Health and Wellness (Oahu)
- Maui Behavioral Health Resources (Maui)
- Mental Health Kokua (Oahu)
- North Hawaii Hospice (Kohala)
- Ohana Wellness Maui
- Parents and Children Together (PACT) (Oahu, Maui)
- Pau Hana Counseling (Hilo, Telehealth)

- Play Therapy & Counseling Center of Hawaii (Oahu)
- Presence of Mind Counseling (statewide)
- The Alcoholic Rehabilitation Services of Hawaii Inc., Hina Mauka (Oahu)
- The Arc of Hilo (Hilo)
- The Salvation Army (Oahu)
- The Vet Center (Hilo)
- Tripler Army Medical Center
- University of Hawai‘i at Hilo Counseling Center (Hilo)
- University of Hawai‘i Manoa Counseling and Student Development Center (Oahu)
- University of Hawai‘i at West Oahu (Oahu)
- Waianae Coast Comprehensive Health Center (Oahu)
- YWCA Kauai (Kauai)

Field Site Placement:

During the spring semester of the first year in the program, students meet with the program's Field Placement Coordinator to review existing field placement sites. The Field Placement Coordinator works with students to match them to a placement that meets their career goals and population/settings of interest while also considering supervisor and site availability.

While we do our best to accommodate students with a placement on the student's home island, sites are competitive and we cannot guarantee that a placement will be available.

Liability Insurance:

Liability insurance must be maintained throughout the practicum and internship. The requirement is for the students' protection, and applies to all students. Liability insurance can be obtained through the Healthcare Providers Service Organizations (<http://www.hpsso.com/>).

Distance Education:

Beginning in Fall of 2018, the program is available to individuals who live across the state of Hawai‘i. Synchronous classes (i.e., classes that meet at a set time) are held using video conferencing software and students travel to Hilo on at least four occasions during their time in the program (students are responsible for covering travel costs). For more information about distance learning, please see the “Distance Education Information and Policy” (Appendix 1).

Transfer of Credits:

Requests for transfer of credits must be made during the first semester in which the student is enrolled in the program. Students need to obtain departmental approval for all credit transfers. Only credit hours with a grade of B or better from accredited universities are transferable. Credit

hours for practicum and internship courses are not transferable. Transfer credit hours must have been completed within five years prior to admission. Students may transfer a maximum of 12 semester hours (or the equivalent). On rare circumstances, requests for an exception to the 12-credit limit could be considered by the program faculty. All requests for transfer of credits must be accompanied by a transcript and course syllabi.

Course Substitutions:

With permission from the program, students may enroll in up to two 400-level psychology courses and use these courses to meet graduate elective requirements.

Advisor Assignment:

All students will be assigned to a faculty advisor during the first week of their first semester. An effort will be made to pair the student with an advisor whose scholarly interests match. A change in student-advisor pairing may be considered by the program faculty if there is a reasonable justification. The advisor's role is to ensure that the student is progressing through the program in a timely manner and the program is meeting the needs of the student. The advisor also serves as the person who delivers formal feedback to students from the program and vice versa.

Graduate Division Forms:

UH Hilo Graduate Division has three forms that must be completed before you can graduate from our program. Below is a description of each of these forms.

Form 1: This form should be completed and signed by your advisor and the director of the program during the Fall semester of your first year. If you will be completing a thesis (Plan A) and have identified your committee members, you may have your committee members sign the form as well.

Form 2: If you are completing a research thesis (Plan A), this form should be completed after you defend your thesis proposal (typically late Spring semester of your first year). If you are not conducting a research thesis but completing your 60 credits via coursework (Plan B), you do not need to complete this form.

Form 3: This form must be completed when you have completed all of the program's requirements (60 credits including practicum and internship). If you are completing a research thesis (Plan A), this form should be completed after you defend your thesis (typically during the Spring semester of your second year).

These forms can be submitted electronically using the UH's Quali Build system:

<https://hilo.hawaii.edu/academics/graduate/forms.php>

Please see Appendix 4 for the Graduation and Internship Completion Checklist.

Evaluation of Competence, Retention and Appeal Policy

Student Responsibilities:

The student is responsible for acting in a manner consistent with the high ethical, legal and professional standards of the counseling field. This includes treating fellow students, faculty, staff and clinical supervisors with respect. It is expected that students will attend classes and perform assignments on time. The student is responsible for finding out about information missed due to absence from classes. Although faculty can provide students with support (see faculty responsibilities below), it is the student's responsibility to make satisfactory progress (i.e., earn a B- or better) in coursework and achieve satisfactory clinical competence (see evaluation of student competence section below). An active contribution to a positive climate, through good attitude and active participation in the Program and Department, are valued.

Faculty Responsibilities:

The faculty has the responsibility to treat students with respect, to provide a high quality curriculum, examination process, and training environment that fosters both competence in skills and in attitudes that approach counseling practice as the application of the scientific theories, methods, and results of scholarly investigations. Course requirements and grading considerations should be clearly stated in the course syllabus, and evaluations should be fair and should reflect the course material and stated objectives. Faculty should be available to students and should encourage the close involvement needed to provide mentoring relationships.

General Campus Policy on Student Retention at UH Hilo:

According to the University of Hawaii at Hilo catalog (<http://www.uhh.hawaii.edu/catalog/>), policies governing graduate programs are as follows:

A cumulative grade point average (GPA) of at least 3.0 (on a scale where A = 4.0) in courses required by the graduate program is required in order to maintain satisfactory academic standing and graduate degree certification. When the cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed.

No credit is granted for graduate courses in which a grade lower than a B- has been received. Grades lower than a B-, however, will appear on the student's transcript and will be computed into the student's GPA, although the student may **NOT** use the course for degree requirements.

Graduate students who do not meet other academic/program standards will be dismissed from their graduate program. This process entails a warning letter from the chair of the graduate program to the student. If the necessary academic standards are not attained within a period specified by the graduate program, the graduate program's chair will recommend to the appropriate Dean that the student be dismissed from the program. Students will be notified of the

intended action. **Appeals of such action may be made in writing to the Vice Chancellor for Academic Affairs (VCAA) within ten business days.**

Evaluation of Student Competence:

In addition to being evaluated on their coursework, students are also evaluated on their clinical competence, ethical behavior and personal suitability for the profession. As gatekeepers to the mental health profession, the faculty are responsible for ensuring that students who matriculate through the program are prepared to enter the field as ethical, skilled professionals and they thus provide students feedback about their performance, growth, and areas for improvement throughout their tenure in the program. Feedback from faculty members is both formal and informal. Formal feedback by way of written evaluations include the Semi-Annual Student Evaluation (see Appendix 5) and the Practicum/Internship Trainee Evaluation (see Appendix 2). Informal feedback can be verbal or written, based on class assignments, discussions, interpersonal interactions, etc. When intended for improvement, feedback focuses on how to improve. The feedback process is not to be malicious but to provide guidelines and goals to help students grow and develop.

Clinical Evaluation: During the practicum/internship year students are evaluated by their clinical supervisors on the Practicum/Internship Trainee Evaluation (see Appendix 2). This form is used to evaluate students' clinical and relationship skills, professional presentation, supervision behavior, general clinical knowledge, and behavior at the agency. Supervisors rate students on a 5-point Likert scale (1=in need of further training/should not be allowed to function independently; 2=competence below average/close supervision required; 3=competence at minimal level necessary with moderate supervision required; 4=competence above average/can function independently with periodic supervision; 5=competence very developed/can function independently with little supervision). Supervisors complete this evaluation form twice a semester (up to four times over the academic year for a full year placement) to evaluate the student's competence and readiness for graduation. If a student has multiple placement sites, they receive evaluation forms from each site supervisor. Copies of these evaluation forms are placed in the student's file. In order to graduate from the program and pass PSY 659F Internship Fieldwork, students must earn at least a 3.5 or better average rating on their final supervisor evaluation.

Program Evaluation: All students are additionally routinely evaluated in a formal manner on a semi-annual basis by the entire program faculty using the Semi-Annual Student Evaluation form (see Appendix 5). This form is used to evaluate students' communication skills and abilities, academic performance, self- and other-awareness, and maturity and integrity. This evaluation occurs on at least three occasions: 1) the beginning of the spring semester in the first year (rating the prior fall semester), the beginning of the fall semester of the second year (rating the spring and summer semesters), and the beginning of the spring semester in the second year (rating the fall semester). Students who continue in the program beyond two years are rated once each semester until graduation from the program. All program faculty meet as a group to review each student's progress, guided by the Semi-Annual Student Evaluation Form. Students meet with their advisor to review the evaluation upon completion of the evaluation and a signed copy of the evaluation form is placed in the student's file.

As noted on the form, if the student earns a “0” anywhere on the form (i.e., does not meet criteria for program level), they must meet with their advisor and the program director to discuss the feedback and develop a remediation plan. It is also possible that the program faculty will determine that the student should be withheld from proceeding to the practicum or should not continue with their clinical activities at this time. Further, it is possible that a student may be identified as in need of a remediation plan prior to the Semi-Annual Student Evaluation. This could occur from formal or informal feedback from graduate program faculty or from a practicum/internship site supervisor. Finally, if a student earns a “0” anywhere on the form (i.e., does not meet criteria for program level) on their final Semi-Annual Evaluation Form, they may be held back from graduation until problems have been addressed via a remediation plan.

Remediation:

Context: Student remediation plans will be individualized and will clearly specify what changes are expected and what time limits are operative. The plan will focus on helping students overcome any deficits and/or take the time to refine and perfect any areas that need work. The plan will include a statement indicating that failure to remediate may result in termination from the program.

Steps:

1. The program director and student’s advisor, with appropriate faculty and clinical supervisor input, develop a specific remediation plan.
2. The program director, student’s advisor and clinical supervisor if so designated, or other graduate faculty if appropriate, meet with the student, discuss the concern(s) and present the remediation plan.
3. The agreed-upon plan is available in writing and the student, director, and advisor sign the plan. A copy of the signed plan is placed in the student’s file.
4. The student’s advisor monitors the student’s progress during the identified remediation period.
5. During the remediation and at the conclusion, the student’s advisor reports the progress at graduate faculty meetings.
6. At the first graduate faculty meeting after the conclusion of the remediation, the graduate faculty review the completeness of the remediation plan and determine that the student has been successful or not. Successful means the return of the student to the regularity of the program; not successful may lead to a second remediation or to dismissal from the program (Please see Dismissal of Students section below).
7. The decision of the graduate faculty is communicated to the student as well as the appeals process procedures in writing, by email and regular mail. A copy of this decision is stored in the student’s file.

Procedures for Handling Complaints:

Complaints involving other Students:

- Step One: In general, the Program expects that a student will attempt to first resolve disagreements or problems with other students by talking directly with them. This is consistent with APA and ACA ethical guidelines.
- Step Two: If this is not possible or successful, the student indicating the complaint will inform the Director of the Program of the conflict. An informal meeting of all students involved will be scheduled within fifteen days of the Director's notification of the conflict. All relevant materials will be presented at that time, including the nature of the complaint and any related issues. It is hoped that the problem will be resolved to the satisfaction of all participants during this meeting.
- Step Three: If the informal process proves unsatisfactory, a formal grievance, as specified by UH Hilo policies can be pursued.

Complaints involving Faculty Members:

- Step One: In general, the Program expects that a student will attempt to resolve disagreements or problems by the first meeting with the faculty member to discuss their concerns.
- Step Two: If resolution of the problem between the student and faculty member is not possible or successful, the student will then inform the Director of the Program of the conflict. If the complaint involves the Director, the student will inform the Department Chair. Notification of the conflict can be done verbally or in writing. An informal meeting of the student and faculty member will be scheduled with the Director, or with the Department Chair for conflicts involving the Director. The meeting will be scheduled within fifteen days of notification of the conflict to the Director, or to the Department Chair for conflicts involving the Director. All materials will be presented at that time, including the nature of the complaint and any related issues. It is hoped that the problem will be resolved to the satisfaction of all participants during this meeting.
- *In some cases, it may not be prudent for the student and faculty member to meet together with the Director (or the Department Chair). In this situation, the Director (or the Department Chair) will meet separately with the student and faculty to try to resolve the problem.
- Step Three: If the informal process proves unsatisfactory, a formal grievance, as specified by UH Hilo policies can be pursued.

Dismissal of Students from the Program:

The program seeks to graduate all matriculating students. Therefore, every reasonable effort will be made to help students succeed, including those who encounter difficulties. However, it is understood that some students may not be successful, and in some cases, dismissal from the program may be necessary. Dismissal may be due to one or more of several problems, including but not limited to the following: inadequate academic performance; inadequate clinical

performance; illegal or ethically inappropriate behavior; academic dishonesty (e.g., plagiarism, falsifying clinical hours), and mental health concerns that render service provision and/or academic success implausible.

Whenever a serious concern is raised about a student by another student, faculty member, or outside clinical supervisor, a judicious process will be followed to determine first the seriousness of the concern and, if necessary, an intervention to remediate the student or dismiss the student from the program. The following steps will be undertaken:

- Step One: The faculty initially will discuss the case with the Program Director.
- Step Two: The student will be informed by the Program Director that a meeting will be set to discuss the concern.
- Step Three: The student will meet with the Program Director, the student's academic advisor, and any other individual involved in the case. The intent will be to achieve an informal resolution.
- Step Four: If no informal resolution is achieved, the case will be reviewed by the program faculty as a whole.
- Step Five: The program faculty will meet to review the case and offer a disposition. In most cases, a remediation plan will be developed prior to a student's dismissal from the program. However, there may be instances when behavior is so egregious (e.g., illegal or extremely unethical behavior) that it requires immediate dismissal from the program.
- Step Six: Students have the right to appeal the committee's action through the university grievance procedures.

Faculty Members of the Program

Core Faculty:

Charmaine Higa-McMillan, Ph.D., Professor of Psychology, Director and Field Placement Coordinator

Dr. Higa-McMillan received her B.A. in Psychology at the University of Hawai'i at Mānoa in 1999 and her Ph.D. in Clinical Psychology from the University of Tulsa in 2004. After completing her Ph.D., Dr. Higa-McMillan completed a post-doctoral fellowship on the Child STEPS randomized controlled trial studying the effectiveness of the Modular Approach to Treatment for Children with anxiety, depression, and disruptive behavior (MATCH). Dr. Higa-McMillan is licensed to practice as a psychologist in the State of Hawai'i. Prior to coming to UH Hilo in 2009, Dr. Higa-McMillan served in a joint position as a Research and Evaluation Specialist at the Child and Adolescent Mental Health Division, Hawai'i Department of Health and as research faculty at the University of Hawai'i at Mānoa. Her clinical and research interests include childhood stress and anxiety, implementation of evidence-based services, training and professional development, mental health services research, and improving access to quality care in rural, underserved schools and communities. Dr. Higa-McMillan has over 50 publications and 80 presentations in her areas of research and serves on several editorial boards. She also serves as a consultant to PracticeWise, LLC, a company that trains and supports behavioral health providers who work with youth and families to access and implement evidence-informed services such as MATCH-ADTC and Managing and Adapting Practice (MAP).

Bryan S. K. Kim, Ph.D., Professor of Psychology, Chair of the Division of Social Sciences

Dr. Kim received the Ph.D. in Counseling, Clinical, and School Psychology with an emphasis in Counseling Psychology from the University of California, Santa Barbara in June of 2000. He has a Master of Education in School Counseling (1995) and a Bachelor of Education in Secondary Science Education (1992), both from the University of Hawai'i at Manoa. Dr. Kim is a Licensed Mental Health Counselor (MHC196) in the State of Hawai'i. Prior to joining UH Hilo, Dr. Kim was a tenured Associate Professor of Counseling Psychology at UC Santa Barbara (2002-2006) and a track Assistant Professor of Psychology at the University of Maryland (2000-2002). Dr. Kim has over 90 publications (including 9 psychological instruments) and over 100 presentations in the areas of multicultural counseling process and outcome, measurement of cultural constructs, counselor education and supervision, and immigrant experiences. His current research examines the effects of culture-specific counseling interventions and client enculturation/acculturation (e.g., cultural values) on counseling process and outcome. Dr. Kim's interest in multicultural counseling psychology largely stems from his experiences growing up in Hawai'i as a 1.5-generation Asian American. Dr. Kim is the current Editor of *The Counseling Psychologist* (2020-2025), and a past editor of *Asian American Journal of Psychology* (2015-2019). He also serves on editorial boards of several other journals. In 2003, Dr. Kim received the "Early Career Award for Distinguished Contributions" from the Asian American Psychological Association (AAPA). In 2005 and again in 2010, Dr. Kim received the "ACA Research Award" from the American Counseling Association and "The MECD [Measurement and Evaluation in Counseling and Development] Editor's Award" from the

Association for Assessment in Counseling and Development. In 2006, Dr. Kim received "The Fritz and Linn Kuder Early Career Scientist/Practitioner Award" from the Society of Counseling Psychology (Division 17 of 20 American Psychological Association). In 2008, Dr. Kim received the "Emerging Professional Award" from the Society of the Psychological Study of Ethnic Minority Issues (Division 45 of American Psychological Association) and was awarded "Fellow" status by the American Psychological Association (2008 - Society for the Advancement of Psychotherapy, Div 29; 2011 - Society of Counseling Psychology, Div 17; 2011 - Society of the Psychological Study of Ethnic Minority Issues, Div 45). In 2010, Dr. Kim was awarded "Fellow" status by the Asian American Psychological Association. In 2013, Dr. Kim was awarded the "Emerging Leadership Award" by the APA's Committee on Socioeconomic Status. In 2020, Dr. Kim was recognized as the "Honored Speaker" for the Fifth Annual Patricia Arredondo Diversity and Equity Speaker Series at Arizona State University. In 2022, Dr. Kim received the University of Hawaii Board of Regents' Medal for Excellence in Teaching and the Asian American Psychological Association's Distinguished Contributions Award.

Sunyoung Kim, Ph.D., Professor of Psychology

Dr. Kim received her Ph.D. in Clinical Psychology from Boston University in 2004. She also has a Masters in Women's Studies from Ewha Womans University in Korea. She received her B.S. from the Seoul National University in Korea. Previous to joining at UH Hilo, Dr. Kim was a social science research associate at Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences, where she directed several treatment outcome studies on anxiety disorders funded by National Institute of Mental Health (NIMH) and Veterans Affairs (VA). Dr. Kim's research projects at Stanford investigate the efficacy of capnometer-feedback assisted breathing therapy for PTSD, panic disorder and other anxiety disorders. These projects measure psychological and physiological effects of breathing therapy. Before she came to the U.S. to attend the graduate school in psychology, she taught women's studies at several universities in Korea. While in Korea, Dr. Kim worked at a research institute in which she carried out government funded research projects on sexual violence and crime. She co-founded the first rape crisis center in Korea (The Korean Sexual Violence Relief Center) with her colleagues, and volunteered at the center as a counselor. Dr. Kim's bi-cultural and interdisciplinary background shaped her interests in improving lives of marginalized individuals and cultivating diversity. Dr. Kim's research and clinical interests include treatment outcome of anxiety disorders including PTSD and panic disorder; cross-cultural approaches to trauma, resilience and mental health behaviors; women and minority issues in clinical psychology. She has received a number of fellowships and grants which include the international fellowship of the AAUW (American Association of University Women) that funded her research on child abuse in Korea. She is licensed to practice as a psychologist in the states of New York and California.

Steve Herman, Ph.D., Associate Professor of Psychology

Dr. Herman received his Ph.D. in Counseling Psychology from Stanford University in 1998 and is licensed to practice as a psychologist in Hawaii. His areas of clinical and research interest include the study of judgments about the validity of allegations of child sexual abuse evaluations, juror decision making in criminal trials, behavioral medicine (especially psychosocial interventions for cancer and heart disease patients), mitigating the impact of financial

catastrophes such as foreclosure and bankruptcy on mental health, career counseling, group counseling, and positive psychology. He has two major current research projects focusing on a) mental health professionals' judgments about the validity of child sexual abuse allegations and b) the accuracy of jury verdicts in criminal trials. Dr. Herman teaches courses on counseling theories and skills, career counseling, group counseling, child maltreatment, and personality psychology. He also supervises our master's students' practicum and internship experiences. In 2010, Dr. Herman was invited to Seoul, Korea to present a workshop on the science and practice of child sexual abuse evaluations to Korean child interviewers, psychologists, law enforcement personnel, and policy-makers. He also presents workshops on this topic for American psychologists at the annual conventions of the American Psychological Association. He has authored or co-authored numerous professional publications.

Other Faculty:

Errol Yudko, Ph.D., Associate Professor of Psychology

Dr. Yudko received a B.A. in biological sciences from the University of California at Irvine in 1991, and both M.A. (1994) and Ph.D. (1997) degrees in behavioral neuroscience from the University of Hawaii at Manoa. Dr. Yudko's post-doctoral research was spent in the Laboratory of Psychopharmacology at the University of Hawaii at Manoa. Dr. Yudko has worked as a research assistant for the Center for Memory and Learning at the University of California Irvine, research pharmacologist for the Department of Cognitive Neuroscience for Wyeth Research in the U.K., and as an ethnopharmacologist for the Pacific Biomedical Research Center at the University of Hawaii at Manoa. Dr. Yudko's research interests include the effects of pharmacological agents on aggressive and defensive behavior in both humans and animals, the psychoneuroendocrinology of addiction, models of substance abuse prevention in adolescents, and the effectiveness of distance education. His interest in distance education led to his being the first recipient of the Taniguchi Award for Excellence and Innovation. His interest in substance abuse has led to his developing several substance abuse prevention programs targeted at adolescents of the Big Island of Hawaii. These interests have also led to his being PI on a \$750,000 grant from the DHHS that funds a program for Native-Hawaiian and part-Hawaiian at-risk youth who are attempting to finish high school. He co-authored a book on methamphetamine which is currently in its second edition. Dr. Yudko is a reviewer for the *Journal of Computing in Higher Education*, and has been an ad-hoc reviewer for the *Journal of Studies on Alcohol*, *Journal of Substance Abuse Treatment*, *Addictive Behaviors*, *Journal of Traumatic Stress*, *Substance Abuse Treatment, Prevention and Policy*, *Cultural Diversity & Ethnic Minority Psychology*, and *Computers & Education*. Dr. Yudko is the author or co-author of 50+ peer reviewed publications, book chapters, and/or conference presentations.

Jennifer R. Turner, Ph.D., Assistant Professor of Psychology

Dr. Turner received both her B.A. in psychology (2013) and her Ph.D. in Adult Development and Aging (2020) from the University of Akron in Ohio. Dr. Turner's post-doctoral research was

conducted at the Edna Bennett Pierce Prevention Research Center at the Pennsylvania State University, where she assisted in examining daily memory lapses and their associations with emotional outcomes and psychological well-being on an NIH-funded R-01 grant. Dr. Turner's primary research interests focus on social and emotional factors that influence lifespan health and well-being, such as age differences in nostalgia and potential mechanisms to reduce negative perceptions of aging. Her work has been funded by the Association for Psychological Science (APS) and the American Psychological Association (APA), and has been published in several peer-reviewed journals including: *Emotion*, *Journal of Gerontology: Psychological Sciences*, and *Journal of Happiness Studies*. In addition to her course offerings in lifespan development, aging, and statistics, Dr. Turner also directs the Aging and Social Cognition (ASC) developmental research laboratory at the UH Hilo.

Appendices

Appendix 1: Distance Education Information and Policy

1. This policy applies to all students admitted to the program.
2. Students must reside in the state of Hawaii while attending this program.
3. Synchronous classes (i.e., classes that meet at a set time) are held using video teleconferencing software.
 - a. Students are responsible for purchasing their own personal computer and external hardware (e.g., external headset with microphone) as well as maintaining software for the computer.
 - b. Synchronous classes are typically scheduled during the academic year (Aug-Dec; Jan-May) during the day on Tuesdays and Thursdays from approximately 9am-4pm. Class attendance is required so you must be able to make time during the day during the week to attend these classes.
4. There are some asynchronous classes (i.e., classes that do not have a set meeting time) and these are mostly held during the summer months.
5. All students are required to travel to Hilo on at least four occasions during their time in the program. Students are responsible for covering the cost of their travel to Hilo.
 - a. Students must attend the program orientation session *in-person*, which is held during the week prior to their first Fall semester in the program. This is typically an all-day event (no overnight stay is required) and includes orientation to the program, orientation to graduate studies at UH Hilo, and meeting with your faculty advisor.
 - b. Additionally, some of the program's courses require students to attend class *in-person* on a few select days during the semester (3 in first year and 1 visit in second year).
 - i. For Spring semester of the first year, students must travel to Hilo twice to participate in weekend-long learning experiences (overnight stay is required) for the following three courses: PSY603 (Psychological Assessment), PSY622 (Group Work and Counseling) and PSY624 (Counseling Skills):
 1. Once early in the semester (mid-February) and
 2. Once later in the semester (late March to early April)
 - ii. For Fall semester of the second year, students must travel to Hilo for a one-day intensive learning experience (no overnight stay is required) during the week (either Tuesday or Thursday), for the following two courses: PSY693/695 (Cognitive Behavior Therapy with Adults or with Children and Families) and PSY640 (Practicum Supervision).
 - c. Students may attend graduation ceremonies in-person in Hilo in May of their final semester but this is not a requirement.
6. In addition to attending class and traveling to Hilo as noted above, all students are required to participate in advising meetings with their faculty advisor at least once a semester (in person or via teleconference) and attend program related meetings as needed, which will be offered via teleconference.

This policy was revised on January 23, 2021.

Appendix 2: Practicum/Internship Trainee Evaluation

UNIVERSITY OF HAWAII AT HILO
Department of Psychology
MA Program in Counseling Psychology
(Specialization: Clinical Mental Health Counseling)

Practicum/Internship Trainee Evaluation

Name of Trainee: _____ Date: _____
Practicum Site: _____

Practicum Supervisor: _____

Supervisor's License Type and Number: _____

Directions: The ratings of trainees should be based on your observations and/or reports of trainee performance received from staff and appropriate others. Evaluations should be based on his/her current level of progress and competence in the current practicum site. Circle the number of the scale that best describes the trainee's competence as given in the descriptions below. Rate each category independently. A description of the scale points is given below. **Please note that on the final evaluation at the end of the training year, the student must be earning at least an average rating of 3.5 or better (i.e., between "Competence at least at the minimal level necessary for functioning with moderate supervision required" and "competence assessed to be above average; trainee can function independently with periodic need for supervision") in order to be able to graduate from the program.**

-1- Competence considered to be in need of further training and/or to require additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence currently considered to be below average but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence assessed to be above average; trainee can function independently with periodic need for supervision.

-5- Competence very developed and trainee can function independently with little or no supervision required.

-N- Insufficient data to provide an evaluation at this time.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest only to the fact that the signees have seen the evaluation and reviewed its contents. A trainee's signature on this document does not in any way indicate that he or she either agrees or disagrees with the contents; only that the evaluation's contents were seen and reviewed. Trainees have the right at any time to file a response with the Program for placement into the trainee's permanent file. The signature of the Practicum Supervisor below attests to the fact that the trainee has completed all of the casework and associated responsibilities of the practicum according to the stated requirements.

Trainee: _____ Date: _____
Supervisor: _____ Date: _____

Trainee: _____

A. Clinical and Relationship Skills

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | <u>Relationship Skills</u> - established rapport, was aware of own impact on others, and showed respect for clients, colleagues, and staff in professional contexts.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 2. | <u>Assessment Skills</u> - demonstrated appropriate knowledge and use of assessment instruments; was able to appropriately interpret and discuss test results with clients and colleagues as well as integrate in intake reports.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 3. | <u>Diagnostic Skills</u> - incorporated multiple sources of data; showed sensitivity to client concerns; demonstrated good knowledge of DSM-5; used diagnosis to establish client goals and make appropriate referrals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 4. | <u>Intervention Skills</u> - showed flexibility in using a variety of appropriate strategies to help clients work toward identified goals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 5. | <u>Crises Management</u> - recognized and handled clinical crises and emergencies in a professional manner.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 6. | <u>Consultation Skills</u> - worked effectively with significant others (family members, teachers, relevant professionals) to help meet client needs.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for clinical skills: _____

B. Professional Presentation and Behavior

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 7. | <u>Professional Behavior</u> - showed readiness and ability to assume and discharge assigned duties; initiated opportunities to gain and share skills.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 8. | <u>Self Presentation</u> - presented self in a professional manner through physical appearance/dress, composure, organization, confidence, and desire to help.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 9. | <u>Management of Personal Issues in a Professional Manner</u>
– Controls personal stress, psychological dysfunction, or emotional reactions so they do not affect case conceptualization, professional interaction with clients and their families, or relationships with colleagues and other professionals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 10. | <u>Ethical Knowledge & Practice</u> - demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 11. | <u>Knowledge and Practice of Diversity Issues</u> - demonstrated understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual orientation, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationship and practice.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 12. | <u>Intake Report and Progress Notes</u> – completed intake reports and case notes in a timely manner, and included relevant professional information in a manner which could be used and interpreted by other professionals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for professional presentation: _____

Trainee: _____

C. **Supervision Behavior and Knowledge Demonstration**

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. <u>Knowledge Base</u> - demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, assessment, and psychopathology.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| 14. <u>Written Communication Skills</u> - showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| 15. <u>Oral Communication Skills</u> - showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| 16. <u>Supervisory Involvement</u> - sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for supervision behavior and knowledge: _____

Trainee: _____

D. Agency Behavior

17. **Program Development Skills** - developed alternative prevention or intervention programs to meet client or community needs. N 1 2 3 4 5
Comments:

18. **Agency Involvement** - attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities. N 1 2 3 4 5
Comments:

Average score for agency behavior: _____

19. **Other Feedback & Comments** -

Appendix 3: Description of Direct and Indirect Client Hours

Definition of Hours:

Direct Client Hours: Any activity spent in direct contact with individual, couple, or family clients. This includes face-to-face and phone contact as well as contact with collateral members of the treatment team (e.g., parent of client, teacher of client, case worker/probation officer/another treating professional) for the purposes of coordinating treatment (this does not include time spent discussing other professional information that is non-client related). Psychoeducation, skills-based groups (e.g., parenting classes), intake evaluations, counseling individuals on a hotline or during an outreach event (only the time spent using clinical skills with a prospective client – not the time waiting for a call or for someone to stop by the table), and crisis management interventions are other examples of direct client contact and should also be counted. Consistent with other organizations (e.g., Association of Psychology Postdoctoral and Internship Centers [APPIC]), the UHH MA Program considers a 45-50 minute client hour as one direct hour.

Indirect Client Hours: Any activity related to support of clients including but not limited to: reading client charts, preparing for assessment/intake/therapy sessions, attending trainings and workshops, completing readings and other homework assignments from site supervisors, writing progress notes, scoring assessment instruments and report writing, and obtaining supervision (individual or group sessions at the site and groups sessions during the PSY 640 Practicum and PSY 659 Internship courses), and attending and doing homework for counseling-related graduate courses (e.g., PSY 623, PSY 656, PSY 657, PSY 693/695). Note that most state licensing laws require a separate reporting of the supervision hours only. Hence, students are encouraged to keep an additional record of only supervision hours.

**These definitions are guidelines and are not meant to cover all situations encountered on the practicum or internship. The supervisor who signs off on the hours has the authority to make a final decision about hour type (direct vs. indirect) and whether an hour should count or not.*

Requirements and Recommendations:

- This program requires 300 total direct client contact hours and 300 total indirect hours across the Practicum (100 direct hours and 100 indirect hours; 6 credits) and Internship (200 direct hours and 200 indirect hours; 9 credits).
- The program requires students to track both direct and indirect hours, obtain site supervisor signatures documenting approval of these hours, and provide regular submission of these tracked (and signed) hours to the faculty supervisor/instructor across both semesters. A sample tracking sheet will be provided (but you do not have to use this specific timesheet).
- Students begin tracking hours at the start of their practicum placement. This typically occurs when classes begin in late-August, but on occasion students will begin their practicum experience in early August (e.g., practicum in public school which starts earlier than the university). Coursework and applied experiences prior to the practicum placement should not be counted.
- It is highly recommended that students obtain a notarized copy of these tracked hours at the completion of the internship (or any time they complete their work with a practicum or internship site) because they will need to submit this documentation when they apply for Hawaii licensure.

These definitions were revised on April 10, 2023

Appendix 4: Checklist for Internship and Graduation Completion

This document was designed to help guide students and faculty in the MA Counseling Psychology Program with internship and graduation document completion. The following checklist includes the necessary steps to successfully complete the internship course and final program requirements for both Plan A (thesis) and Plan B (non-thesis). All students must complete Forms 1 (Graduate Committee Formation) and 3 (Program Completion Form, including thesis completion if applicable), which are documented in the student handbook. Students under Plan A must also complete Form 2 (Thesis Proposal defense). ***We recommend beginning this documentation process at least 3 weeks prior to the end of the semester so that you can meet the deadlines.***

Form and/or Procedure	Where & What to Submit	Due Date
<p>Final Internship Evaluation Form</p> <ul style="list-style-type: none"> - You will receive a copy of this from your internship instructor. - You must arrange to have your on-site internship supervisor complete final end-of-the-semester/year evaluation of your internship work. You and your supervisor must sign this form. - Submit the original signed form to your internship instructor (make a copy for your records). 	ORIGINAL to internship instructor	Last Day of Finals
<p>Final Internship Hours</p> <ul style="list-style-type: none"> - Please submit a final copy of your signed total combined practicum (100 direct + 100 indirect) and internship direct client hours (200 direct + 200 indirect) for a total of no less than 300 direct hours + 300 indirect hours (600 total). - If you will not complete your combined 600 hours by the end of the spring semester, you must complete a "Report of Incomplete Work" form with your instructor. Both the student and faculty must retain a copy. The hours must be completed by approximately the end of October that same year. Please consult the UHH official academic calendar for the official deadline to change the Incomplete to a grade (https://hilo.hawaii.edu/registrar/currentterm.php). 	ORIGINAL to internship instructor	Last Day of Finals
<p>Mental Health Counselor Practicum Verification Form</p> <ul style="list-style-type: none"> - See the Mental Health Counseling Licensure Website (http://hawaii.gov/dcca/pvl/programs/mental/application_publication/mental_health_application.pdf). - You must arrange to have your licensed practicum/internship supervisor sign this form in front of a notary public. - If you have multiple practicum and/or internship sites, you must complete one per site. - If you do not have a licensed mental health supervisor, your licensed internship instructor may sign in lieu of your supervisor provided 	COPY to internship instructor	Last Day of Finals

you show your instructor signed documentation of your 600+ hours. Please remind your instructor about this in advance so they have time to arrange to have the form notarized.

- On this form, please note the box titled "Total number of semester or quarter hours in practicum" should be 9 semester hours (i.e., 3 credits of practicum + 6 credits of internship) and the box titled "Total hours of supervised client contact" should be the total DIRECT client contact hours you accrued over the course of practicum and internship (i.e., minimum of 300 contact hours). Please double check with your instructor if you have any questions about completing this form BEFORE you have your form notarized. Once the form is notarized you cannot make any changes.
- You keep the ORIGINAL to submit for licensure in the future (keep it in a safe place as you must submit the original to the board).

Form 3 (<https://hilo.hawaii.edu/academics/graduate/forms.php>)

- You must obtain three signatures on this form (1) your Academic Advisor, (2) the MA Counseling Program Director, and (3) the Graduate Division Director.

Graduate
Division

Last Day
of Finals

Appendix 5: Semi-Annual Student Evaluation Form

UNIVERSITY OF HAWAII AT HILO
Department of Psychology, Counseling Psychology Program

Semi-Annual Student Evaluation Form

Name of Student: _____

Semester of Evaluation: _____

Name of Advisor: _____

Date of Evaluation: _____

Rating Scale

N=No opportunity to observe

0=Does not meet criteria for program level

1=Meets criteria minimally or inconsistently for program level

2=Meets criteria consistently at this program level

<u>Communication Skills & Abilities</u>				
UNLESS INDICATED BELOW, THE STUDENT IS OKAY IN THIS AREA	OKAY _____			
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2
2. The student demonstrates effective communication skills in the classroom by:				
a. Contributing to classroom discussions in meaningful and relevant ways.	N	0	1	2
b. Listening well to both professor and other students.	N	0	1	2
c. Sharing time and space in the classroom.	N	0	1	2
d. Demonstrating awareness of effects of communications on others.	N	0	1	2
e. Congruence-- genuineness; external behavior consistent with internal affect.	N	0	1	2
f. Communicating in a timely manner with professors if concerns related to performance or expectations arise.	N	0	1	2
g. Communicating well with peers when involved in group projects.	N	0	1	2
h. Presenting material to others in a professional manner, with appropriate use of technology, power point, handouts, and lecture.	N	0	1	2
i. Communicating non-verbally in the classroom in ways that demonstrate attention and respect (for example, in body language involving head, eyes, hands, feet, posture, voice, etc).	N	0	1	2
j. Using self-disclosure appropriately, by disclosing in a skillful and carefully-considered manner for a specific and strategic purpose that contributes to classroom discussion in a meaningful and non-disruptive manner.	N	0	1	2
3. The student contributes to the creation of a safe learning environment based on courtesy and respect for others.	N	0	1	2

Rating Scale

N=No opportunity to observe

0=Does not meet criteria for program level

1=Meets criteria minimally or inconsistently for program level

2=Meets criteria consistently at this program level

Competence				
UNLESS INDICATED BELOW, THE STUDENT IS OKAY IN THIS AREA	OKAY _____			
1. The student meets program expectations in terms of academic performance.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief system, values, needs, and limitations and the effect of these on her/his work.	N	0	1	2
4. The student demonstrates respect for cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

Maturity				
UNLESS INDICATED BELOW, THE STUDENT IS OKAY IN THIS AREA	OKAY _____			
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2
2. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
3. The student demonstrates awareness of the effects of his/her behavior on other people.	N	0	1	2
4. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
5. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
6. The student's behavior is consistently professional in and out of class.	N	0	1	2

Integrity				
UNLESS INDICATED BELOW, THE STUDENT IS OKAY IN THIS AREA	OKAY _____			
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
3. The student respects the rights of individuals to privacy.	N	0	1	2
4. The student's behavior is consistently ethical in and out of class.	N	0	1	2

Additional Areas of concern or General Comments:

