Instructor: Sean P Croucher, MA CAS   **Classroom: Henry 225**
Contact Number: 808-393-4873   **Time: 5:30pm Tuesday**
Email: sean.chaminade@gmail.com
Office Hours: Before Class By Appointment

Catalog Course Description

An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. *Prerequisites: PSY 521, 524, 601*

Textbook

Neukrug, E. (2011). *Counseling Theory and Practice* (1st Edition). Belmont,
        CA: Thomson Brooks/Cole (ISBN: 978-0-495-00884-2).

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Counseling Theories and Skills. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

This course provides the student with knowledge of the foundational philosophies, theories and techniques of the major counseling theories with the intent of assisting the student in developing their own emerging counseling style.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Students will demonstrate an understanding of:

1.   The major contemporary counseling theories.
2.   How major counseling theories are integrated into assessment instruments and treatment protocols for psychiatric disorders.
3.   Knowledge and skills in counseling methods representative of the various counseling theories.
4.   The application of different theoretical approaches to culturally diverse populations.
5.   The application of the major counseling theories in different settings including school, family, and community settings.

6. Thinking critically, communicating effectively, and problem-solving in the process of evaluating the efficacy of psychotherapies.
7. Empirical support for the major counseling theories.
8. Ethically appropriate counselor behavior in the context of different theoretical approaches.
9. Culturally diverse approach to counseling.

Assessment
1. Attendance and Participation= 40 points (based on rubric and feedback)
2. Weekly Cumulative Quizzes = 90 points
3. Paper "My Emerging Counseling Style" = 60 points
4. Presentation of Emerging Counseling Style and Optimal Counseling Session= 25 points
5. Optimal Counseling Session Dialogue and Rationale= 25 points
6. Weekly Reflection Journals= 10 points

Grading
250-224= A
223-199= B
198-174= C

Focus for Assignments

Each student has a specific counseling track: Mental Health Counseling, Marriage and Family Therapy, or School Counseling. It is strongly recommended to focus your various assignments/journals in this class on the theories and concepts common to that specialty area. For example, if on the mental health counseling track, select a theoretical tool or technique appropriate to providing therapy for a particular population, or services for a particular presenting problem.

If you are undecided as to an area of emphasis, you are strongly encouraged to focus your research on a particular theory or theorist that holds the most interest, value, or appeal to you so your options can be better understood and developed and your choices better clarified.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty include records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an "F" grade to expulsion from the University.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn

of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

Scientific Method Definitions

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 glamour, 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.

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Research Design And Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder

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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.

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Methods In Behavioral Research; Cozby

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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.
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http://allpsych.com/researchmethods/replication.html

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<u>**Attendance**</u>
If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy)

<u>**Students with Disabilities**</u>
Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

<u>**Marianist Educational Values**</u>
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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

> Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Additional Course Policies
1. Please put cell phone on "silent" or "vibrate" during class and limit use to emergencies only. Taking photos of slides is permitted.
2. All journals/papers must be sent electronically to Sean.chaminade@gmail.com before the start of the class the assignment is due.
3. Late papers and make-up tests not accepted or allowed without valid excuse from student and always at instructor's discretion. Penalties may be applied at instructor's discretion.
4. Laptop (or other internet device) use during class should be limited to class work, failure to comply may have a negative impact on your class participation grade.