

Chaminade University
Masters of Science in Counseling Psychology
PSY-636-01-3 Counseling Theories

Instructor: Blendine P. Hawkins, Ph.D. **Room:** Brogan Education Building, Room 102
Contact Number: 808-349-6649 **Day/Time:** Fridays 5:30pm-9:30pm
Email: blendine.hawkins@chaminade.edu
Office Hours: By appointment- please feel free to email me to set up a time to meet.

Textbook:

Corey, G. (2017). Theory & Practice of Counseling & Psychotherapy (10th Edition). Belmont, CA: Thomson Brooks/Cole (ISBN: 978-1-305-26372-7).

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.

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*

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.

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

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Assessment	Description	Points	Applicable SLO
Attendance	Attending class on time and staying for the entire length of class.	10pts	1
Participation	Active engagement in class, participation in group discussions and activities, not distracted or preoccupied or using excessive amounts of technology unrelated to course material. I also require you to participate at least once in counseling role-plays throughout the term.	15pts	3, 4, 6
Assumptions and Applications	These papers will review the Assumptions and Clinical Applications of each theory. A set of questions will be provided for you to explore the theories. These papers are due the week following the class we cover the specific theory.	10pts x 5	1, 2, 3, 7
Final Paper & Presentation	This paper is aimed at exploring your emerging counseling style which will require you to select a theory(ies) maximum 2. You will identify ways the theories resonate with you personally, with a review of the philosophical underpinnings, how they integrate in a cohesive way, and how you conceptualize your work with clients (with a focus on diversity and inclusion) utilizing your selected theories. You will then present a brief description of your emerging counseling style in an informal presentation.	25pts	2, 3, 4, 5, 6, 7, 9

Grading

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = 69% and below

Assignments

All hard copies of the written assignments will be collected at the start of class that it is due. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.

Attendance

Since a considerable part of the class is practical applications of skills and theory, requiring you to work in groups and dyads, you are responsible to inform me prior to the start of class should an emergency prevent you from attending.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

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.

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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal 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](tel: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.

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.

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.

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.

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

Students with Disabilities

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.

Marianist Educational Values

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 provides 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.

Tentative Course Schedule

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
W1- 7/07/17	<ul style="list-style-type: none"> ▪ Introductions, Syllabus review ▪ Prep, Overview of interview/counseling process 	Class Community Agreement Discussion Early Self-Assessment		
W2- 7/14/17	<ul style="list-style-type: none"> ▪ Psychoanalytic ▪ Adlerian (NeoPsychoanalytic) 	Class Discussion of Readings	Corey Ch. 4, 5	
W3- 7/21/17	<ul style="list-style-type: none"> ▪ Existential ▪ Person-Centered 	Class Discussion of Readings Role-play Counseling session	Corey Ch. 6, 7	Applications Paper 1
W4- 7/28/17	<ul style="list-style-type: none"> ▪ Gestalt 	Class Discussion of Readings	Corey Ch. 8 <i>*Additional readings on Canvas</i>	Applications Paper 2
W5- 8/04/17	<ul style="list-style-type: none"> • Behavioral • Cognitive, CBT 	Class Discussion of Readings Role-play Counseling session	Corey Ch. 9, 10	
W6- 8/11/17	<ul style="list-style-type: none"> ▪ Choice/Reality/Brief Solution-Focused 	Class Discussion of Readings	Corey Ch. 11	Applications Paper 3
W7- 8/18/17	<ul style="list-style-type: none"> ▪ Feminist Therapy ▪ Postmodern approaches 	Class Discussion of Readings Role-play Counseling session	Corey Ch. 12, 13 <i>*Additional readings on Canvas</i>	Applications Paper 4
W8- 8/25/17	<ul style="list-style-type: none"> ▪ Family Systems Therapy 	Class Discussion of Readings Role-play Counseling session	Corey Ch. 14 <i>*Additional readings on Canvas</i>	Applications Paper 5
W9- 9/01/17	<ul style="list-style-type: none"> ▪ Integrative perspective 	Class Discussion of Readings	Corey Ch. 15 <i>*Additional readings on Canvas</i>	
W10- 9/08/17	<ul style="list-style-type: none"> ▪ Final Paper and presentations due 	Review of theories		Final Paper due

*Additional readings will be provided by the instructor and posted on Canvas.

**Syllabus is subject to change by instructor according to class needs.