

Course Integration of Hawaii Counselor Standards

Pre-service counselors will develop a knowledge base for learning about counseling as specified by the ten areas specified by the **Hawaii Teacher Standards** Board:

Standard I – Focuses on the Learner

The effective counselor consistently engages students in appropriate experiences that support their development as independent learners.

Class Integration: Counseling students will learn primary interventions of how to promote safety for all students, as well as ways to provide students with appropriate resources so as to support students in a variety of crisis situations.

Standard II – Creates and maintains a safe and positive learning environment

The effective counselor consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Class Integration: Counseling students will gather resources and have well developed plans for a variety of potential school crises. This will provide pre-service counselors with skills to effectively engage future students in the crisis process.

Standard III – Adapts to learner diversity

The effective counselor consistently provides opportunities that are inclusive and adapted to diverse learners.

Class Integration: Pre-service counselors will gain an awareness of one's own cultural biases; knowledge about the status of different cultural groups; and skills to effect culturally appropriate interventions.

Standard IV – Fosters effective communication in the learning environment

The effective counselor consistently enriches communication in the learning environment.

Class Integration: Pre-service counselors will role play a myriad of potential crisis situations, so as to bolster their ability to enrich communication in the school environment.

Standard V – Demonstrates knowledge of content

The effective counselor consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Class Integration: Students will be required weekly to display application of crisis theory in a variety of ways (i.e. classroom participation, quizzes, journal responses, and role playing). Student's will also be working throughout the course on a culminating project and will be required to take a final exam.

Standard VI – Designs and provides meaningful learning experiences

The effective counselor consistently plans and implements meaningful learning experiences for students.

Class Integration: Pre-service counselors will show the ability to create appropriate crisis plans as well as implement best practices in crisis situations.

Standard VII – Uses active student learning strategies

The effective counselor consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

Class Integration: Pre-service counselors will learn strategies that engage students in the crisis process. Emphasis on education and prevention of future crises will be taught and assessed utilizing a variety of measures.

Standard VIII – Uses assessment strategies

The effective counselor consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

Class Integration: Pre-service counselors will learn assessment techniques to use in a variety of crisis situations.

Standard IX – Demonstrates professionalism

The effective counselor continually evaluates the effects of his and her choices and actions and actively seeks opportunities to grow professionally.

Class Integration: Pre-service counselors will be required to rate peers performance as well as self rate their own strengths and weaknesses.

Standard X – Fosters parent and school community partnerships

The effective counselor establishes and maintains strong working relationships with parents and members of the school community to support student learning.

Class Integration: Pre-service counselor will gather a myriad of potential outside resources to employ when actual service begins.

Source: <http://www.htsb.org/standards/counselor/>

Hawaii Teacher Standards Board Code of Ethics

Preface

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes §302A-807.

Principle I: Commitment to Students

Hawaii P-12 educators shall:

- Provide students with appropriate educational services based on research and accepted best practices
- Provide services to students in a nondiscriminatory manner
- Take all reasonable precautions to protect the health, safety and well being of students
- Maintain a respectful, professional relationship with students

- Keep information about students in confidence, unless disclosure is required by law or serves a professional purpose
- Nurture in students life-long respect and compassion for themselves and others
- Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential
- Not exploit professional relationships with students for personal gain

Principle II: Commitment to the Profession

Hawaii P-12 educators shall:

- Exhibit behaviors which uphold the dignity of the profession
- Be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner
- Keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose
- Continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education

Principle III: Commitment to the Community

Hawaii P-12 educators shall:

- Distinguish between personal and institutional views in communication to the public
- Be truthful in representing facts concerning educational matters
- Decline any gratuity, gift, or favor that would impair or influence professional decisions or actions
- Make information about education research and best practices available to students, parents, colleagues, and the public
- Be open and honest with students, parents, colleagues, and the public

Source: <http://www.htsb.org/standards/code-of-ethics/>

Student Learning Outcomes

Students will demonstrate an understanding of:

1. Professional and ethical issues in crisis counseling in the context of school settings.
2. Skills needed to develop interventions and appropriate outcome measures in context of a crisis occurring in school settings.
3. Important theoretical perspectives in crisis counseling.
4. Skills which are necessary to identify and utilize best practices in developing a crisis counseling intervention in the context of school settings.

5. Skills which are necessary to conduct culturally appropriate assessments and interventions in the context of crises occurring in the school setting.
6. Relationships between crisis intervention programs developed for school settings and school mandates related to fostering the educational achievement of all students, including relevant provisions of the HTSB and the General Learner Outcomes developed by the Hawaii Department of Education.
7. Crisis intervention theories and application of best practices in a variety of contexts.
8. Students will be able to identify the three basic Crisis Intervention Models, how to distinguish and identify the type of crisis, key factors in crisis situations; inclusive of planning, preparation, and response strategies for crisis intervention.
9. How to distinguish and identify risk factors for suicide; to include exposure to various risk assessment tools and best practice strategies used to rate suicide lethality.
10. How to distinguish and identify PTSD, sexual assault/partner violence, chemical dependency, co-dependency, personal loss/bereavement, and burnout (student, self, and colleague).
11. Contexts (Elementary vs. Secondary) will be able to develop crisis plans relevant to developmental and psychosocial concerns.
12. The utilization of outside agencies and community resources that may add in the crisis process.
13. The professional, legal, and ethical issues and conflicts currently pertinent in the field.
14. Produce a comprehensive crisis intervention plan that may be implemented at a school site.

Assignments

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

<i>Assignment</i>	<i>Description</i>	<i>Points</i>	<i>Applicable SLO</i>
<i>Weekly journal/reflective essays</i>	Each week students will respond to a specific writing prompt. Questions may include but are not limited to reflecting on a specific topic or the application of an evidenced based crisis technique	90 points	1,2,3,4,5,6,7
Weekly Quizzes	Cumulative quizzes to assess acquired knowledge from both assigned readings as well as supplementary information provided in class.	120 points	All SLOs
Class Participation	Objective, Every class a student is expected to participate in class, role playing, and group discussion. Lack of participation may negatively affect your participation grade. Student will be given updates on participation progress, remediation/prompting will be given before point deduction occurs. Students will receive a participation rubric.	50 points	3,4&6
<i>School Resource Binder</i>	Compilation and creation of Resource binder- Objective. This binder should include extensive resources for all topics covered in the class. Topics may include partner violence, bereavement/grief, chemical dependency, hostage crisis, crisis in school setting, military deployment, poverty, family issues, homelessness, foster parenting, runaways, divorce, depression, staff burnout, suicide (staff, family member, or student), children with HIV/cancer/terminal illness, child abuse and neglect, sexual abuse, natural disasters, school shootings, or	25 points	1,2,3,4,5,7&8

	bomb threats.		
<i>Crisis Situation and Intervention Plan</i>	Professional Paper- Objective, a comprehensive Crisis Intervention Plan will be developed plan may include: ○ Detailed Scenario (at least a page) ○ Dialogue of potential scenario with evidence of 6 step crisis intervention model, triage assessment, interventions used, brief therapy or other form of therapy, and plan for future (at least three pages). ○ Notes of actions taken, who to call in future, and what was done and/or what assessments/contracts were obtained (at least a page). Could include description of TAF form, contracting for safety, future plans. This is what would go in your record. ○ Detailed analysis of each aspect of scenario and why it was implemented (at least 2 pages). ○ As many resources as possible for dealing with situation and setting up future supports, dialogue should reflect resources. A minimum of three unique credible sources must be cited using proper APA format at the end of the presentation. APA formatting tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx Exemplar examples will be provided and discussed throughout the course.	80 points	1,2,3,4,5, 7 & 8
Presentation on Professional Paper/Scenario	Presentation on Professional Paper/Scenario ○ Briefly present scenario ○ Briefly comment on approaches/interventions used and why you did what you did ○ Present overview of accountability portion/plan and why you did what you did ○ Present the resources you would use for the client, explain how they are beneficial, and share resources with your fellow classmates Grading ○ ability to hear the presenter (5 points) ○ relevance of scenario (10 points) ○ adequate resources, appropriately tied to crisis (10 points) ○ did counselor use evidenced based procedures (10 points) ○ how well you can communicate relevance of interventions/measures taken (10 points) ○ adequate resources for class (5 points)	50 points	1, 2, 4, 6, 7

Peer Review of Presentation	For each presentation you will describe how a certain action taken was appropriate and why it was appropriate.	25 points	3,5&8
Final Exam	Objective, comprehensive exam. Exam will include text, supplemental reading/handouts, and research by classmates, and lecture by instructor. Exam will include essay, multiple choice, and T/F questions. Exam Completed VIA CANVAS.	50 points	<i>All SLOs</i>

Grand Total: 490

Grading

A = 90%-100%

B = 80%-89%

C = 70%-79%

F= 0%-69%

As stated in the graduate general catalog if you receive a grade of a “C” and you must retake the class.

Attendance

As stated in the graduate general catalog if you miss more than one class, you will be given a “C” and you must retake the class. Extreme tardiness (over 30 minutes) as well as leaving early from class (30 minutes or more) will be viewed as an absence. Habitual tardiness will negatively impact class participation grade (students will be warned and made aware of any point deduction). Prompt attendance is required; the instructor will not review any material covered prior to the late arrival. If absent, it is the student’s responsibility to obtain relevant class material from another classmate.

If you are concerned with your progress in this course, please meet with the instructor early.

Grading on Role-Play (Part of Participation Grade)

Ability to hear role-play

Thoroughness of the professionalism of therapist

Thoroughness of vignette

Course Format

- Instructor and student topic presentations, Lecture, Group work/ presentations, Class discussion, Small groups, Role playing, Research, Reading, Journal entries, Videos, Quizzes/Exam

The class format will vary from class to class, however, a detail breakdown or schedule will be presented at that beginning of each class.

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.

Research Design And Counseling

Heppner, Kivlighan, and Wampold

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

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

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

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845. Once your documentation is submitted, the assessments will be reviewed and the student will be notified.

If one qualifies for ADA accommodations, an ADA agreement will be signed by the student. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received.

Title IX Statement

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 the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

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 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.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are 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.

Tentative Course Schedule

Date	Week	Lesson	What is Due
1/7	1	• Introduction to course • educational expectations • learning about learning • review of syllabus • escalating behaviors in a crisis/interventions. • Intro to the neuroendocrinology of crisis behaviors; proximal and distal causes of behavior	
1/14	2	• Crisis theory and application • primary prevention • planning for crisis • establishing a team • crisis components/outline • Escalating behaviors, staff approaches (continued) • neuroendocrinology of crisis behaviors (continued) • Quiz 1	Journal 1 Chapter 1, 2, & 3
1/21	3	• Tools of the trade • Video and discussion • Solution Focused Counseling • Behavior support plans vs crisis plans • Role Plays • Quiz 2	Journal 2 Chapters 4 & 5
1/28	4	• PTSD • Crisis Lethality Scale • Suicide • neuroendocrinology of PTSD (continued) • Video • Role Play • Quiz 3	Journal 3 Chapter 7& 8
2/4	5	• Bullying • Emotionally Disabled Youth	Journal 4

		• Motivational Interviewing • REBT • Substance use related to crisis • Video • Role Plays • Quiz 4 • Discussion on development of Crisis Project • Final topic sign-up	Chapter 13
2/11	6	• Loss, Bereavement, and Grief • Systemic Crisis Plans in Schools • Videos • Role Plays • Quiz 5	Journal 5 Review Chapter 13 Chapter 12
2/18	7	• Sexual Assault • Partner Violence • Role Plays • Quiz 6	Journal 6 Chapter 9 & 10
2/25	8	• Homelessness • Systemic Crisis • Family Crisis • Multimodal Therapy • Role Plays • Quiz 7	Journal 7 Chapter 11
3/3	9	• ACT • Burnout • Legal and Ethical Issues • Role Plays • Videos • Quiz 8	Journal 8 Chapter 15 & 16
3/10	10	• Conclusion of Class • Discussions on Global Crisis • Presentations • Final Exam	Chapter 17 Resource Binder Class resources Class Presentation Crisis Scenario Paper