



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 406

Course Title: Counseling Psychology

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Spring 2021

Course Credits: 3

Class Meeting Days: Online

Class Meeting Hours: Online

Class Location: Online

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building, Room 118

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).

Catalog Course Description

This course presents counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Course Description

This course allows the student an opportunity to obtain an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors. The purpose of this course is to have the student gain an overview of the counseling profession through readings, experiential activities, and site visits. By the end of the course the student will have a clear understanding of what it entails to be a counselor and be able to distinguish a counselor from related mental health professions. In addition, the student will begin to see themselves as having taken their first step toward being a professional counselor.

Program Learning Outcomes (PLOs)

- I. Students will identify key concepts, principles, and overarching themes in psychology.
- II. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
- III. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.

- IV. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Major contemporary counseling theories that are empirically validated by research methods. (PLO I)
2. Their knowledge and skills in counseling methods of assessment and treatment is representative of the various counseling theories presented in class. (PLO II)
3. How culture significantly impacts on the assessment and treatment of behavioral problems, and how methods of assessment and treatment may be adapted, supplemented, or replaced by culturally appropriate assessment and treatment methods. (PLO II)
4. A counseling orientation based on empirically validated interventions, personal characteristics, and important client and situational determinants. (PLO II & II)
5. The professional and ethical issues involved in the counseling profession. (PLO IV)
6. Their ability to think critically, access, comprehend, and utilize information from peer-reviewed professional journals. (PLO II & III)
7. Communicate ideas and research in the process of evaluating the efficacy of several psychotherapies. (PLO III)
8. How the Five Marianist Educational Values are integrated into the course. (PLO IV)

Assessment

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.

Assessment	Description	Points	Applicable SLO
Reflection Posts	Every two weeks you will be required to post a reflection on the instructor's post (this may be a video clip, provocative question, news article, or other media connected to the week's topic) by Sunday of that week. Each post should be 15+ sentences. I encourage you to critically think about your answer prior to posting. Please post something substantive, meaning, "Of Substance." Write clearly and concisely. NOTE: NO late postings will be accepted, as the instructor closes the forum each week.	15pts x 8	1-5
Midterm Exam	This exam will cover Chapters 1-8	80pts	1,2,3,4
Final Exam	This exam will be cumulative. It is open-book.	100pts	1, 2, 3, 4
Final Case Study Paper	You will be provided with a vignette with a specific presenting concern for which you will apply: a) one of the theories covered in class, b) ethical considerations, and c) culturally competent considerations for working with the clients. <u>You will be required to access information about Hawaiian culture as it applies to the clients in the vignette and provide culturally informed perspectives on how to conceptualize the clients presenting concerns and how to best serve the clients.</u> You will submit a paper that addresses these 3 aspects. Rubrics will be provided on Canvas.	100pts	1-8

Role-Play Presentation	This will be a role-play demonstration of your Final Case Study. You will present a short role-play demonstrating how you might use your theory with the client from the vignette provided. You will act out the part of the counselor with a willing friend or peer (the camera may not be on them if they don't feel comfortable). The video will be no less than 5 minutes in length and demonstrate how you may counsel a client using your chosen theory from the book.	50pts	1,2,3,4,5,8
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Grading		Grading Scale	
Bi-weekly Reflection posts	120	A = 90-100 %	450-500
Midterm	80	B = 80-89 %	400-449
Final Exam	100	C = 70-79 %	350-399
Role-play presentation	50	D = 60-69 %	300-349
<u>Final Case Study paper</u>	<u>150</u>	F = Below 60 %	299↓
Total Points	500	The instructor will determine the final grade for all students based on this Grading Scale.	

Class policies

This course requires you to log in to Canvas weekly. In lieu of in vivo class meetings, there will be quizzes and posts, and while you can work at your own pace, there are strict deadlines for all assignments.

- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation is required.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation.
- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

YOU MUST DO THE READING TO DO WELL IN THE COURSE.

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: "Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 7th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

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.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made 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. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on

whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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 in 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.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

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

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

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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.

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.

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.

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.

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	Topic	Readings	Assessments Due
W1	❖ Introductions, Syllabus review ❖ Prep, Overview of interview/counseling process	Corey Ch. 1	Reflection Post 1
W2	❖ The counselor: Person & Professional ❖ Ethical issues in counseling practice	Corey Ch. 2, 3	Reflection Post 2
W3	❖ Psychoanalytic	Corey Ch. 4	Reflection Post 3
W4	❖ Adlerian (NeoPsychoanalytic)	Corey Ch. 5	
W5	❖ Person-Centered	Corey Ch. 7	Reflection Post 4
W6	❖ Gestalt	Corey Ch. 6	Reflection Post 5
W7	❖ Existential	Corey Ch. 8	Midterm Exam
W8	❖ Behavioral	Corey Ch. 9	
W9	❖ Cognitive, CBT	Corey Ch. 10	Reflection Post 6
W10	❖ Choice/Reality/Brief Therapy	Corey Ch. 11	Reflection Post 7
W11	❖ Family Systems Therapy	Corey Ch. 14	Reflection Post 8
W12	❖ Postmodern approaches	Corey Ch. 13	
W13	❖ Feminist Therapy ❖ Role-play	Corey Ch. 12	Final Case Study Paper due Role-play Presentations
W14	Final Exam		

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

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