PSY 406 Counseling Psychology
Spring 2021
Class Time: MWF 1:30pm – 2:20pm
Location: Henry Hall 227

Instructor: Sheena Galutira, LMHC, NCC
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Office Telephone: 808-739-8557
Office: BS 106
Office Hours: By appointment

Required Text

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.). Belmont, CA.: Brooks/Cole.

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.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcomes of Counseling Theory and Applied Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Course Description

This course allows students 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 students gain an overview of the counseling profession through readings, class discussion, experiential activities and site visits. By the end of the course students 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, students will begin to see themselves as having taken their first step toward being a professional counselor.

Articulation of Characteristics and Values

PSY 406 Counseling Psychology is guided by the Marianist educational value of Educate for Adaptation to Change. Through counseling psychology we learn decision making based on counseling theories, modalities, and concepts. Marianist universities readily adapt and change their methods. PSY 406 Counseling Psychology focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through assignments, discussions, projects, and presentations, the attributes above will be demonstrated.

Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. 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 (SLO)

Upon completion of this course, students will demonstrate an understanding of:

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

Course Approach:

Although this is an in-person class, we will be incorporating an online seminar approach. We will be using class discussions via our online Learning Management System Canvas and/or Zoom. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.

2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.

3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This seminar will require a fair amount of reading, viewing videos, and recording role-plays, so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections. This allows for a more coherent participation in the seminar discussions. Although specific readings or media will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

Course Website Address (Canvas): https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection.

Software Requirements: You might need to have some ability to watch videos, listen to audio files, and/or read .pdf files.

Assessment

Assignments	Points	SLO
Who Am I Exercise	5 points	N/A
Class Participation	50 points (10 * 5 points each)	1, 2, 4, 6, 8
Active Learning Exercises	25 points (5 * 5 points each)	2, 3, 5,
Feedback Exercises	45 points (9 * 5 points each)	2, 3, 5
Video Reflections	25 points (5 * 5 points each)	1, 2, 3, 4, 5
Counseling Theories Presentation	25 points	6, 7, 8
Emotional Support AI & Presentation	35 points (25 written + 10 present)	1, 3, 4, 5, 6, 7
Counseling and Media Paper	35 points (25 written + 10 present)	1, 2, 3, 8
Final Exam	100 points	1, 2
Total Possible Points	**345 points**	

Grading Scale
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Description of the Assessments:

Assessment	Description	Points
Who Am I Exercise	This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily. Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.) • What is your name? • Where are you from? • What are your plans after graduation? • What kind of career are you interested in? • What is something interesting about you?	5 pts
Class Participation	Students will role-play scenarios where one student is the counselor and the other student is a client. The role-play scenarios will be recorded and uploaded to Canvas. Students role-playing the counselor will be assessed based on counseling skills: • Active listening • Attending Behavior • Observation • Encouraging	70 pts (14 @ 5 points each)

	• Paraphrasing • Summarizing • Reflection of Feeling • Reflection of Meaning • Questioning • Counselor's Personal Response • Confrontation • Openness to Feedback Role-play scenarios will be given to the student in-class or on Canvas.	
Active Learning Exercises	Students will watch videos and/or read case studies and answer questions pertaining to the material watched or read.	20 pts (4 @ 5 points each)
Feedback Exercises	Students will respond to at least 2 of their classmate's Class Participation discussion posts. Responses can provide feedback to the role-plays, what students found interesting, include any new learnings from their classmates, etc. "I agree", "I don't agree", or "good job" without elaboration or explanation *does not* constitute feedback because it does not add new information to the discussion. In order to earn full feedback points, your responses must be related to the Class Participation dyads and counseling, and include new ideas or personal perspectives. For full credit you are required to contribute a total of two substantive responses on the week specified on the syllabus. *Following are guidelines for feedback response grades:* ▪ *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is **well written**. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. ▪ *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. ▪ *Average* = The posting and comments lack 2 or 3 of the required qualities. These postings may not fully address the discussion question, or counseling scenario at hand. ▪ *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. ▪ *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.	45 pts (9 @ 5 points each)
Video Reflections	During this course, you'll be asked to watch 5 counseling videos in class. Upon conclusion of each video, you will write a reflection responding to the following questions: 1. What are your thoughts about the counseling approach? 2. Did you think the therapist was effective? Why or why not? 3. What were your overall thoughts on the video? 4. Would you see this therapist if you wanted to see a therapist? Why or why not? Each reflection should be approximately 1 double-spaced page in length using a 12 pt font.	25 pts (5 @ 5 points each)

| Counseling Theories Presentation | The purpose of this assignment is to introduce you to the various theories used when counseling.

  1. Psychoanalytic
  2. Person-Centered (Humanistic)
  3. Behavioral
  4. Cognitive Behavioral
  5. Reality Therapy & Choice Theory
  6. Acceptance and Commitment Therapy
  7. Dialectical Behavior Therapy
  8. Motivational Interviewing

For each theory the following questions need to be answered:

  1. What is the historical background?
  2. Who are the key figures?
  3. What are the key concepts?
  4. What are the therapeutic goals?
  5. What is the role and function of the therapist?
  6. What does the client experience in therapy?
  7. How does culture influence this approach?
  8. What types of clients would benefit the most from this approach?
  9. What do empirical studies say about this approach?
  10. What are the critical comments/limitations of this approach?
  11. What is your personal opinion of this approach?

A minimum of **three (3) credible sources** showing empirical evidence of the effectiveness of the approach is required.

Students will be grouped into 8 groups. Each group will be assigned one of the Counseling Theories (Psychoanalytic, Person-Centered, Behavioral, Cognitive-Behavioral, Reality Therapy & Choice Theory, Acceptance & Commitment Therapy, Dialectical Behavioral Therapy, or Motivational Interviewing).

As noted in the syllabus, the assigned group will present on their findings addressing the questions listed in the Counseling Theories assignment. The presentation should also include an example of the assigned theory as it applies to counseling. The example can be in the form of a role-play, or media (YouTube video, movie clip, etc.). The presentation should be at least 30 minutes. Groups must also prepare material for an activity and/or discussion after the presentation. Material can be a case study, scenario, posing questions to the class, etc. The time for the activity and/or discussion is <u>not</u> counted towards the 30 minutes of the presentation.

This assignment is graded as a group. | 25 pts |
| **Emotional Support AI + Presentation** | **<u>Written Report</u>**
Recently, the demand for emotional support animals is increasing. The challenge is that many locations do not allow live animals onto their property. The exception is usually for service animals, not emotional support animals. This challenge will be the focus of this project.

Your two deliverables will be a written report and class presentation of your emotional support AI.

Your report and presentation should, at minimum, address the following:

Literature Review
  • What are emotional support animals?
  • What is the current demand/need for emotional support animals? | Written Report – 25 pts

Presentation – 10 pts |

- What are the current issues and/or challenges with getting and having an emotional support animal?
- How do emotional support animals support people suffering from stress, anxiety, depression, and loneliness?

AI Design
- What will your AI look like? Be as specific as you can. Why?
- What size (dimensions including weight) will your AI be? Why?
- What will your AI be able to do? Why?
- How much interaction is needed between person and AI? Why?
- How will your AI replace emotional support animals by providing support to those that suffer from stress, anxiety, depression, and loneliness? How do you know it will work?
- How will you get people to use your AI in public? How do you know?
- Will the features change depending on Internet connectivity and/or location? (e.g., biofeedback response, health monitoring, communication/verbal/physical interaction, etc…)
- What demographic will you be focusing on? (children, adolescents, young adults, professionals, elderly, or all)

Marketing Pitch
- In one paragraph (think of something that can go on your AIs packaging) describe the features of your AI and why it will be able to replace emotional support animals.

This assignment should have a minimum of 15 credible sources cited.

APA formatting tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

The key to doing well on this assignment is finding evidence that supports your creativity. How do you know? and why? are the critical questions when you're developing new technology.

Hint: Talk to people (friends and family) to get evidence. Don't just rely on what you find in the library. Field research is a very powerful way of obtaining data/evidence. Also, don't just focus on the United States. For example, Japan is very much ahead of the United States when it comes to service and emotional support AIs.

Stress, anxiety, depression, and loneliness are very serious issues that counselors need to deal with on a daily basis with their clients. The purpose of this project is to see if other forms of therapy/treatment is possible beyond our traditional approaches.

Presentation
You will have the opportunity to share your findings and design with the class. You will present live. The presentation should be approximately 10 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint.

This assignment can be completed as a group project if you choose.

Assignment Characteristics for Emotional Support AI Paper and Presentation:

Pedagogical Method - Experiential learning: Students will identify an area of need for emotional support, and develop an emotional support AI to gain a deeper understanding of applied knowledge for serious issues counselors deal with.

	X Factor Element – Finding Happiness: Students will develop a deeper understanding on issues related to mental health that counselors encounter. They will discover the feeling of empowerment as they apply their knowledge of counseling theories, modalities, and techniques in the development of a AI. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to various counseling styles).	

Counseling and the Media Paper	**Written Report**
	For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:
	
	1. Identify a character from a movie or book;
	2. Diagnose that character with a psychological disorder based off of DSM-V criteria;
	3. Explain why you feel the character should be diagnosed with that psychology disorder (use the DSM-V criteria);
	4. Identify a counseling theory that would best meet the need for the character. Use best practice data to support your rationale;
	5. Develop a minimum of two treatment goals for the character; and
	6. Based on the counseling theory you will utilize, describe a 10-week counseling program that you would implement to assist this character.
	    a. For each week you will state the following:
	        i. Goal for the session
	        ii. What techniques will you utilize to achieve your session goal?
	        iii. What are your expected results from the session?
	
	Presentation
	You will have the opportunity to share your analysis and counseling program with the class. You will present live. The presentation should be approximately 10 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. For in-person presentations, points will be deducted if excessive reading is observed. You must be present in class to receive the participation points.
	
	(Group work is not allowed for this assignment.)
		Written Report – 25 pts
		
		Presentation – 10 pts

Final Exam	The final exam will be a comprehensive exam covering the various counseling theories.	100 pts

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days 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.

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.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Tutoring and 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. Effective August 1, 2020, Kōkua ʻIke:Center for Student Learning (Kōkua ʻIke), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. 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 a 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, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:
- Kristin Hirata, Tutor Coordinator
- Email: kristin.hirata@chaminade.edu
- Phone: 808-739-8305

For general inquiries email: ada@chaminade.edu

Title IX Statement

Chaminade University of Honolulu (CUH) 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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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

__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.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

We will adjust the course schedule as necessary based on COVID limitations.

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: 2/1 Monday	Welcome Review Course Syllabus Class Introductions Review Requirements for Project 1 & the Counseling Theory Presentation Assignment Graduate School & Professional Outlook Chapter 1 Introduction and Overview		Assign Counseling Theory Presentations to learning groups.
Week 1: 2/3 Wednesday	Chapter 2 The Counselor: Person and Professional Active Learning 1 – Case of Brenda	Chapter 1 and 2	
Week 1: 2/5 Friday	Chapter 3 Ethical Issues in Counseling Practice Class Participation 1 – Informed Consent	Chapter 3	Who Am I Exercise Active Learning 1 Class Participation 1
Week 2: 2/8 Monday	Introduction to Counseling Skills Key Concepts: Active listening, Attending Behavior, Observation, Encouraging, Paraphrasing, Summarizing, Reflection of Feeling, Reflection of Meaning, Questioning, Counselor's Personal Response, Confrontation, and Openness to Feedback.		
Week 2: 2/10 Wednesday	Video – Practical Psychotherapy with Adolescents (Alice K. Rubenstein, Ed.D.)		

Week 2: 2/12 Friday	Class Participation 2 – "How has your semester been going so far?"		Class Participation 2 Feedback Exercise 1 Rubenstein Video Reflection Due
Week 3: 2/15 Monday	**President's Day** Holiday		
Week 3: 2/17 Wednesday	Active Learning 2 – What is the mind-body connection? How does your stress response system work? What is anxiety and depression? Key concepts: Yerkes-Dodson Law, Sympathetic Nervous System, Parasympathetic Nervous System, Pre-Frontal Cortex, Limbic System, Hippocampus, Amygdala, PH Level, Carbon Dioxide, Cortisol, Serotonin, and Dopamine.		
Week 3: 2/19 Friday	Video – Family Systems Counseling Session Chapter 14 – Family Systems Therapy	Chapter 14	Active Learning 2 Family Systems Video Reflection Due
Week 4: 2/22 Monday	Chapter 4 Psychoanalytic Therapy Psychoanalytic Presentation Discussion – Psychoanalytic Theory and how it is applied in counseling	Chapter 4	Psychoanalytic Presentation Due
Week 4: 2/24 Wednesday	Chapter 5 Adlerian Therapy Active Learning 3 – Alice and Javier	Chapter 5	
Week 4: 2/26 Friday	Class Participation 3 – "Develop a self-care plan for the rest of the semester."		Active Learning 3 Class Participation 3 Feedback Exercise 2
Week 5: 3/1 Monday	Chapter 7 Person-Centered Therapy Person-Centered Presentation Discussion – Person-Centered Theory and how it is applied in counseling	Chapter 6 and 7	Person-Centered Presentation Due

Week 5: 3/3 Wednesday	Video – Gloria Tapes (Person-Centered)		
Week 5: 3/5 Friday	Class Participation 4 – "Undecided major"		Person-Centered Video Reflection Due Class Participation 4 Feedback Exercise 3
Week 6: 3/8 Monday	Chapter 9 Behavior Therapy Behavior Therapy Presentation Discussion – Behavior Therapy and how it is applied in counseling	Chapter 9	Behavior Therapy Presentation Due
Week 6: 3/10 Wednesday	Video – Gloria Tapes (Gestalt) Work on Emotional Support AI + Presentation		
Week 6: 3/12 Friday	Work on Emotional Support AI + Presentation		Gestalt Video Reflection Due Feedback Exercise 4
Week 7: 3/15 Monday	**Emotional Support AI Presentations**		Emotional Support AI Due
Week 7: 3/17 Wednesday	**Emotional Support AI Presentations** (overflow day)		
Week 7: 3/19 Friday	Class Participation 5 – "Working with an anxious client"		Class Participation 5
Week 8: 3/22 Monday	Chapter 10 Cognitive-Behavior Therapy Cognitive-Behavior Therapy Presentation Discussion – Cognitive-Behavior Therapy and how it is applied in counseling	Chapter 10	Cognitive-Behavioral Presentation Due

Week 8: 3/24 Wednesday	Class Participation 6 – "Working with a depressed client" or "Working with an overly controlling client"		
Week 8: 3/26 Friday	**Prince Kūhiō Day** Holiday		Class Participation 6 Feedback Exercise 5
Week 9: 3/29 Monday	Chapter 11 Choice Theory & Reality Therapy Choice Theory & Reality Therapy Presentation Discussion – Choice Theory & Reality Therapy and how it is applied in counseling	Chapter 11	Choice Theory & Reality Therapy Presentation Due
Week 9: 3/31 Wednesday	Video – Gloria Tapes (REBT)		
Week 9: 4/2 Friday	**Good Friday** Holiday		REBT Video Reflection Due Feedback Exercise 6
Week 10: 4/5 Monday	Chapter 9 Acceptance & Commitment Therapy Acceptance & Commitment Therapy Presentation Discussion – Acceptance & Commitment Therapy and how it is applied in counseling Review Media Paper assignment		Acceptance & Commitment Therapy Presentation Due
Week 10: 4/7 Wednesday	Active Learning 4 – Case Study: Candy		
Week 10: 4/9 Friday	Class Participation 7 – "Working with an angry client" or "Working with a client suffering from guilt"		Active Learning 4 Class Participation 7
Week 11: 4/12 Monday	Chapter 9 Dialectical Behavior Therapy Dialectical Behavior Therapy Presentation		Dialectical Behavior Therapy Presentation Due

	Discussion – Dialectical Behavior Therapy and how it is applied in counseling		
Week 11: 4/14 Wednesday	Active Learning 5 – Case Study: Eddie		
Week 11: 4/16 Friday	Class Participation 8 - "Working with the loss of trust"		Active Learning 5 Class Participation 8 Feedback Exercise 7
Week 12: 4/19 Monday	Chapter 10 Motivational Interviewing Motivational Interviewing Presentation Discussion – Motivational Interviewing and how it is applied in counseling	Chapter 10	Motivational Interviewing Presentation Due
Week 12: 4/21 Wednesday	Work on Media Paper and Presentation		
Week 12: 4/23 Friday	Class Participation 9 – "Working with the divorce of client's parents"		Class Participation 9 Feedback Exercise 8
Week 13: 4/26 Monday	**Media Paper Presentation**		Media Paper Presentation Media Paper Due
Week 13: 4/28 Wednesday	**Media Paper Presentation (overflow)** Finalize Media Paper and work on dyads		Media Paper Presentation (overflow)
Week 13: 4/30 Friday	Class Participation 10 – "Working with a client suffering from post-traumatic stress disorder"		Class Participation 10 Feedback Exercise 9
Week 14: 5/3 Monday	Study for Final Exam		
Week 14: 5/5 Wednesday	**Final Examination**		**Final Examination**