



**Chaminade**  
**University**  
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

**Course Syllabus**

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

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP 7044

**Course Title:** Consultation and Community Mental Health

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** College of Education and Behavioral Sciences

**Term:** Spring 2020

**Course Credits:** 03

**Class Meeting Days:** Tuesdays or Wednesdays

**Class Meeting Hours:** 1:00 pm – 4:00 pm

**Class Location:** Eiben 102

**Instructor Name:** Jeffrey D. Stern, PhD

**Email:** [Jeffrey.stern@chaminade.edu](mailto:Jeffrey.stern@chaminade.edu)

**Phone:** 808.739.7427

**Office Location:** Behavioral Sciences 115

**Office Hours:** Mon: 7:00am – 9:00am, 2:00pm – 4:00pm; Tues: 7:00am – 11:00am; Wed: 7:00am – 9:00am; and by appointment

**University Course Catalog Description and Overview**

This course will introduce students to theoretical and empirical knowledge as it relates to consultation and community mental health. Students will become familiar with the multiple systemic arenas in which clinical psychologists function as consultants within diverse community settings. An overview of consultation theory (including models of consultation), research, and practice will be reviewed as well as a systemic review of community mental health. Emphasis will also include application of this knowledge through comprehension of diverse relational dynamics as a psychologist working within community mental health settings.

**Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and

other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **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 'Ōlelo No'eau (Hawai'ian 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

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

### **Learning Outcomes**

1. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services (competencies 2, 5, 6, 7, & 9).
2. Students will demonstrate the abilities to articulate and verbalize theories of consultation and apply them ethically and appropriately to a variety of diverse groups and/or organizations. (Competencies 2, 4, 9, & 11)
3. Students will increase their awareness and enhance their knowledge of the consultative process when working with community organizations and agencies, including a focus on calibration consultation in program evaluation and other modes of consultation (competencies 2, 3, 4, 6, 7, & 9);
4. Students will demonstrate their understanding and application of the APA Code of Ethics as it applies to working with community agencies and organizations, and the particular ethical issues related to working in a consultative role at the individual, group, and organizational levels (Competencies 1, 4, 7, & 9);
5. Students will demonstrate their knowledge of and competence in identifying, evaluating, and addressing the needs, values and experiences of individuals, groups, and organizations from diverse, underserved, or marginalized populations and community organizations, differentiating their experiences, and prioritizing their needs, and the importance of understanding their role in the consultative process. (Competencies 2, 4)

### Required Texts

Rosenberg, J., and Rosenberg, S. J. (2013). *Community Mental Health: Challenges for the 21<sup>st</sup> Century* (3<sup>rd</sup> Ed). Routledge. ISBN: 978-0-415-88741-0 (R&R)

Lowman, R. L. (2002). *The California school of organizational studies handbook of organizational consulting psychology: A comprehensive guide to theory, skills, and techniques*. John Wiley & Sons. ISBN: 978-0-787-95899-2 (L)

### Required Readings: Scholarly and Evidenced Based

American Psychological Association (2007). Guidelines for education and training at the doctoral and postdoctoral levels in consulting psychology/organizational consulting psychology. *American Psychologist*, 62(9), 980-992.

Backer, T., Blanton, J., Barclay, A., Golembiewski, R., Kurpius, D. W., Levinson, H., Perloff, R., & Leonard, S. (Ed.) (1992). What is consultation? That's an interesting question! *Consulting Psychology Journal: Practice and Research*, 44(2), 18-23.

Bhatnagar, R., Kim, J., and Many, J. E. (2014). Candidate surveys on program evaluation: Examining instrument reliability, validity, and program effectiveness. *American Journal of Educational Research*, 2(8), 683-690.

Chen, H. T. (2010). The bottom-up approach to integrative validity: A new perspective for program evaluation. *Evaluation and Program Planning*, 33(3), 205-214.

O'Roark, A. M. (2007). The best of consulting psychology: 1900-2000: Insider perspectives. *Consulting Psychology Journal*, 59, 189-202.

Rossi, P. H., Lipsey, M. W., and Freeman, H. E. (2004). *Evaluation: A systematic approach*, 7<sup>th</sup> edition. Sage. (Ch. 1-3, 7, & 10) (R&L)

Wolf, S. M. & Price, A. W. (2017). The application of community psychology practice competencies for community consulting practice in the United States. *Global Journal of Community Psychology Practice*, 8(1), 3-14.

### Additional Readings:

Additional scholarly articles pertaining to various theories of organizational consultation will be required for the "teach in" activity and will be uploaded to the course for the teach in assignment.

### Course Requirements

**Attendance and Participation.** Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course. Attendance and participation is 10% of the course grade or **10 points**.

Students are expected to complete the readings and familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on them.

**Teach-In** – During the course of the term, students will be asked to teach the rest of the class about a **theory of organizational consulting**. Theories include Herzberg’s two-factor theory and Bronfenbrenner’s systems theory. Students will be required to assign 2-3 peer-reviewed journal articles per topic and cover the important content and application of the theory in a 15 minutes PowerPoint presentation. Grading will be based upon the following rubric:

Accuracy of content	10 points
Breadth of coverage	10 points
Application to consulting	10 points

Students will present on their theories during weeks 8 and 9 of the term. Theories to be covered will be assigned week 6. This assignment will be worth **30 points**.

**Problem-based Learning – Learning Issues (PBL-LI)** – Students will be required to submit four 1-2 page papers on five separate learning issues that emerge from the Problem-based Learning (PBL) activities (note the course schedule has us doing PBLs most weeks). Students will be allowed to choose the PBL-LIs they want to submit for credit. Each LI paper is worth 5 points, for a total of **25 points**.

**Consultation Proposal** – Students will be required to submit a consultation proposal for an organization (no more than 10 pages), due the second to last class period of the term (15<sup>th</sup> week). This will require students to research an organization and identify organizational challenges (e.g., leadership, structure, growth/change). Specific requirements and grading rubric will be provided under separate cover. Importantly, the proposal must include either a change management plan or a program evaluation component. This assignment will be worth **35 points**.

## Grading

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Teach-In	30 points
Problem-Based Learning - Learning Issues (5)	25 points (5 pts.x 5LIs)
Consultation Proposal	35 points
Total	100 points

## Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final score percentages > .5 will be rounded up to the nearest hundredth and are based upon a denominator of 150 points (total).

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ( $\geq$ 69); Failed - No credit given

### Course Policies

*Instructor and Student Communication:* Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Course Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8

(for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

***Use of Technology:*** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

***Personal Protective Equipment (PPE):*** Students in this class (if live) will be required to wear face shields (that will be provided to you) in addition to face masks, to allow for < 6 feet of separation between interviewers and interviewees during weekly role plays.

***Disability Access:*** Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

***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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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.

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to

obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Academic Conduct Policy:*** 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 HSPP Program Catalog, 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 Program Catalog, 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat Reader; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

**Late Work:** Late work will be accepted but will be docked 1 point for every day it is late, up to 1 week, at which point it will not receive credit.

## Schedule

Week	Topic	Required Readings	Required Assignments
<b>1</b> <b>8/25</b>	Introductions; syllabus; Intro to Problem-Based Learning (PBL); PBL #1		PBL Notes on Bob – submit one shared doc – Learning issue TBA.
<b>2</b> <b>9/1</b>	Intro. To Community Mental Health, Reframing mental illness; PBL #2	R&R Ch. 1-3	Identify learning issue from PBL#2
<b>3</b> <b>9/8</b>	Emerging Community Mental Health-Military, Prisons, and suicide among non-mentally ill; PBL #3	R&R Ch. 4-6	<b>LI1 from PBL 1 or 2 is due</b>
<b>4</b> <b>9/15</b>	CMH for elderly, family vulnerabilities, Mental illness & media; Guest speaker	R&R Ch 7-9	
Week	Topic	Required Readings	Required Assignments
<b>5</b> <b>9/22</b>	Access to care, multicultural community mental health services, involuntary outpatient tx; PBL #4	R&R Ch. 10-12	<b>LI2 from PBL 2 or 3 is due</b>
<b>6</b> <b>9/29</b>	Best practices in Community Mental Health; Comorbidity tx, neuropsychiatric perspectives; family psychoeducation; PBL #5	R&R Ch. 13-15	
<b>7</b> <b>10/6</b>	Poverty and Mental Health Care – Social Determinants of Health;	R&R Ch. 16-17; Wolf	<b>LI3 from PBL 3 or 4 is due</b>
<b>8</b> <b>10/13</b>	Theories of Consulting – Teach-in #1; PWAP	TBA	<b>Theoretical Presentations due</b>
<b>9</b> <b>10/20</b>	Theories of Consulting- Teach-in #2; PBL #6 – organizational consulting	TBA	<b>LI4 from PBL 4 or 5 is due</b>
<b>10</b> <b>10/27</b>	Tools of Consulting Psychology – Program evaluation, change management planning	R&L Ch. 1-3; Bhatnagar; Chen	
<b>11</b> <b>11/3</b>	Guest Speaker; Foundations of consulting psychology; Group Collab.	APA; Backer; O’Roarke; Lowman Ch. 1	<b>LI5 from PBL 5 or 6 is due</b>
<b>12</b> <b>11/10</b>	Individual and Group level consultation	Lowman Ch. 2-3	
<b>13</b> <b>11/17</b>	Organization level consultation	Lowman Ch. 4-5	



<b>14 11/24</b>	Measurement in consulting; outcomes & tools; multicultural and ethical issues	R&L Ch. 7, 10; Lowman Ch. 6	
<b>15 12/1</b>	<b>Wrap up, present proposals</b>	Lowman Ch. 7-8	<b>Consultation Proposals due</b>
<b>16 12/8</b>	<b>Additional meeting, as needed</b>	No class scheduled	<b>Late work still accepted for partial credit.</b>

Note: R & R – Rosenstein & Rosenstein, 2013 textbook; Additional and/or alternate readings/chapters may be assigned and will be provided online prior to the date the material is covered. Additionally, this course schedule is subject to change based upon the needs of students, progress, and availability of resources.

RL&F - Rossi, Lipsi, and Freeman, 2004 textbook; Relevant chapters assigned on program evaluation as a tool used by consulting psychologists . PDFs of these chapters will be provided.