



Chaminade
University
OF HONOLULU

Course Syllabus

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: 741-90-3

Course Title: Mental Health Counseling

Department Name: MSCP; Behavioral Health

Term: Summer

Course Credits: 3

Class Meeting Days:

Class Meeting Hours: TBA

Class Location: Online

Instructor Name: Desrae Kahale

Email: Desrae.kahale@chaminade.edu

Phone: 808.722.2437

Course Description

This course develops and assesses the skills and competencies for the MSCP program mental health counseling emphasis student learning outcomes of: 1) The foundations of community counseling. 2) contextual dimensions: community counseling, with an emphasis on mental health counseling in community settings. In addition, this course addresses the MSCP core program student learning outcomes of: 1) The professional issues and ethics 2) research and evaluation and 3) social and cultural foundations.

MSCP CORE LEARNING OUTCOMES (CLO)

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.
4. Students will learn programmatic knowledge of documentation, online learning and tele-mental health

Mental Health Emphasis Program Learning Outcomes (PLO)

1. Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a mental health setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a mental health setting.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1, 2, 3	1, 2, 3, 4	1, 2	1, 2, 3, 4
Program Learning Outcomes	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

Student Learning Outcomes (SLO)

By the completion of this course:

1. Students will demonstrate the ability to facilitate the counseling process with clients. (PLO 2)
2. Students will identify the relationship between adaptation and change and the counseling process.(PLO2)
3. Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling. (PLO 3)
4. Students will identify the relationship between adaptation and change and the counseling process. The structure and operation of professional organizations, credentialing bodies, ethical codes, training standards, and professional issues unique to mental health counseling.(PLO 1, 2, 3)
5. Students will discuss and define prevention, social support, crisis and coping, and self-help in relation to self and the community.(PLO 3)

6. Students will define the referral process for mental health services and other community-based social services within the state of Hawaii.(PLO 2)
7. Students will identify the importance of diversity, multicultural sensitivity, and knowledge of the options, needs, rights and requirements of special populations relative to mental health counseling.(PLO 2)
8. Students will identify and discuss Legal and ethical issues in the field in both public and private settings.(PLO 3)
9. Students will compare and contrast the relationship between mental health counseling and assessment instruments that are utilized with various client populations in mental health counseling settings.(PLO 1)
10. Students will describe the relationship between mental health counseling and the scientific method.(PLO 1)
11. Students will identify future trends and the change process relative to issues of mental health counseling, and the use of technology in individual and group counseling settings in the community.(PLO 2,3)
12. Students will demonstrate a practical application of developmental, consultative, and life span approach to crisis counseling models and theories. (PLO 1, 2, 3)
13. Students will demonstrate the scientific method/inquiry to describe, predict, determine causes of, and explain the etiology of crisis behavior.
14. Students will identify an awareness of one's own cultural biases; knowledge about the status of different cultural groups; and skills to effect culturally appropriate interventions. (PLO 1,2, 3)
15. Students will demonstrate the relationship between the Marianist Educational Value of Adaptation and Change, and crisis counseling in a mental health setting. (PLO 3)

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 ('Olelo 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 ('Olelo 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

The Marianist Educational Values:

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

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: 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 give 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 of 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 the Chaminade University of Honolulu, St. Mary’s University, and University of Dayton.

Our activities within this course align with the Marianist approach to education that links theory and practice, liberal and professional education. Through your effort, you will develop an awareness of scientific research and through the use of technology transform your ideals and transmit your findings to your final product in this assignment. The Marianist values will be integrated into this course as we successfully work towards the goal of completing our learning phases. For example:

Your assignments throughout, this course articulates the value of faith, which requires movement of the heart as well as an assent of the mind. In the upcoming lessons, be mindful of the strategies that a counselor needs to employ in the treatment of mental health conditions. As stated as one of the Marianist characteristics of education, only communities of faith and love would bring about social transformation. You will actively learn how to assist the transformation of an individual with mental health concerns through these course lessons.

Reading Material:

I have uploaded reading assignments for this course. Reference material to fulfill this course is also found in the shared google drive.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course Expectations and Assignments

Mental Health Issue(s) Paper

You will write a 2-page paper evaluating your personal and professional experiences related to any 1 or 2 mental health conditions (i.e. homelessness, substance abuse, issues related to Covid-19, economic stress, domestic violence etc.). This is a paper in which I want to hear your opinions and if you have had any experiences with working in the field or personal experience linked to a broad mental health issue(s). You do not have to write about personal detailed experiences, this paper is mostly geared toward helping me understand where you are at with the subject area. Include in your paper:

- Work/personal experience related to mental health issue(s) of your choice.
- Population/issue you are interested in learning about
- Future goals and how it relates to mental health
- 1 mental health question that you can present to the class for a discussion post on canvas (written at the end of your paper)

Counseling Theory Research Paper

For this activity, you will choose a counseling theory and explain how that theory could be used to treat mental health issues. Use at least 3 journal articles, peer reviewed material or book(s), appropriate web material. This assignment is to develop your skill in:

1. Defining a counseling theory
2. Understand how it relates to counseling methods a
3. Why counseling theories are important to the professional counselor.

The understanding of your own beliefs and values is also an important step in the development of a personal theory of counseling. In this paper identify your choice of a theoretical approach, including a short biography of the theorist, the method, and how it would be applied in an individual or group therapy session. Also include an analysis of yourself by incorporating your responses to the questions below.

Some questions to ask yourself when understanding theories, are bulleted below.

- Would I as a counselor focus on the present? Past? Future?

- Would I view the client subjectively or objectively?
- Would I focus on who the client is? What he/she was? What he/she does?
- Do my values influence my theoretical position?
- What is mental health?
- What is dysfunction?
- Do I understand my culture? Client's culture?

Paper length should be 5-7 pages not including reference page or cover page.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately. Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policy.

Case conceptualizations

For this activity, you will choose and validate your responses through the use of at least 4 items from research articles, books, or peer reviewed journals per individual in the group. Please find articles within the last 5 years. The focus of the paper is to create a case conceptualization of a fictitious client.

Per group your case conceptualizations should be 10-12 pages in length not including the reference and cover page. You will submit one paper per group therefore, the cover page should include everyone's name in your group. Remember to cite your findings and make sure to support your material.

You may want to use google docs as a group so you can share and edit your case report. TIP: If you follow the bullet points below and write 1-2 pages for each bulleted topic, your case report will succinct with the requirements for this assignment. The first task is to find articles to help support your case conceptualizations. The purpose of this task is to select and process relevant clinical data to arrive at a working model of your client.

I have assigned your groups in canvas. Please connect with your group members through email, google docs, google meet, zoom, face time, phone etc. to ensure a follow through with completing this research/case conceptualization project. I will assign a group leader to create a point of contact and leadership for your group. This does not mean that the group leader takes control of the assignment, it means that as a group we have someone to submit the paper on behalf of the group and to ask me questions as a group. You will be graded individually on this assignment using a rubric. The rubric is my guide on how

to assess your papers. It will also help you create a framework for conceptualizing, organizing, collaborating and in interpreting research articles.

All case reports need to be uploaded to CANVAS or emailed to my Chaminade email.

Please include in your paper for your case conceptualization:

- Identifying data:
 - gender
 - ethnicity
 - age
 - sexual preference
 - education history
 - economic status and history
 - physical appearance
 - significant identifiers
- Presenting Problem (create a client problem with your group that you as a group can expand on to fit the format of a case conceptualization)
 - Prior occurrence
 - Onset
 - Duration
 - Frequency
 - Severity
 - Relative importance
 - Coping mechanisms (successful, none, partial)
 - Possible diagnosis (use the DSM V to identify and describe diagnosis)
- Relevant History
 - Medical
 - Biosocial
 - Education
 - Prior problems
 - Suicidal ideation or attempts
- Interpersonal Style (approach this section as if you were counseling the client)
 - How does the client relate to the counselor?
 - What is the counselors experience of the client?
 - Does the client seem genuine in his/her description of experiences?
- Environmental factors
 - What outside of the client's experience impacts his or her success
 - What other people in the client's life affect their processing of situations?
 - Is the client in school or work? How well do they get along with others?
- Personality Dynamics
 - What behaviors indicate personality traits
 - What concept of the client can you make based on his/her moods and communication
 - What significantly stands out in the client's character and how?

- Counselors conceptualization of the problems
 - Use a theory to describe the client's reasons for thought processes, behaviors and mood
- Treatment Plan – Include a theory (i.e. CBT or REBT) to use as **one** way to treat your client. When writing treatment plans it is good to use various methods of clinical treatment. Mainly because treatment will become extremely limited if we are not versatile and able to flow with the client.

Canvas Discussion Participation

You will participate in a discussion/chat revolving around a question that you will develop and submit with your “mental health issues paper”. I will choose 1-2 questions for each week. You will enter the discussion platform through Canvas Discussion and post your response. Please be mindful that you will have one week to submit a comment or response to each question.

If you miss the time frame to enter the discussion or to submit an assignment, you will not be able to make it up. You may however complete extra credit assignments to compensate for any missed work.

Power points, lectures, notes and zoom:

Before we meet for class please review the course outline and assignments due. My lectures will be available before each class and I will upload slides, research articles, class resources and notes in canvas in the “files” section. Each week, I will be uploading my recorded lectures and slides on Canvas for your reference. It is your responsibility to keep up with the lectures and information especially during the week that asynchronous learning is scheduled.

We are scheduled to meet on campus in class however, I am also available via ZOOM. For safety and health, ZOOM sessions are more advisable if you need to discuss anything outside of our class scheduled time. You will need to request and schedule this time with me.

Quizzes

All quizzes are on Canvas. Quizzes are scheduled and you will be allowed to access the quizzes for up to 1 week per quiz. Each quiz will be timed so be mindful of the time allotted to complete the quiz. You will have an opportunity to can retake the quiz 1 time only during the 1 week that they are open. After the 1 week, the quizzes will not be reopened. The quizzes will be based on topics per lectures, powerpoints and notes.

RUBRIC

Numerical Points	Letter Grade	Descriptor	Explanation
100-94	A	Excellent	Completes <u>all</u> required parts of the assignment, demonstrates <u>deep</u> understanding of materials, uses <u>very</u> clear and effective expression appropriate to scholarly writing, and has <u>very few or no</u> errors in grammar, mechanics, and APA formatting.
93-90	A-		
89-87	B+	Good	Completes <u>all or most</u> required parts of the assignment, demonstrates <u>good</u> understanding of readings, uses <u>mostly</u> clear and effective expression appropriate to scholarly writing, and has <u>few</u> errors in grammar, mechanics, and APA formatting.
86-83	B		
82-80	B-	Fair	Completes <u>most</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>somewhat</u> clear, effective, and scholarly, and has <u>some</u> errors in grammar, mechanics, and APA formatting.
79-77	C+		
76-73	C	Poor	Completes <u>some</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>several</u> errors in grammar, mechanics, and APA formatting.
72-0	F	Unacceptable	Completes <u>few</u> required parts of the assignment, demonstrates <u>little</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>many</u> errors in grammar, mechanics, and APA formatting.

Assessment

Exam	1 @ 30 points ea. = 30 pts
Theory research paper	1 @ 100 pts ea. = 100 pts

Canvas Discussions	5 @ 10 pts ea. = 50 pts
Participation	10 @ 1 pts ea. = 10 pts
Group Case conceptualization	1 @ 100 pts ea =100 pts
Experience paper	1 @ 100 pts = 100 pts
Quizzes	3 @ 30 pts = 90 pts

Grading

A = 450 - 400

B = 399 - 380

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, 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>

Course Policies

Be aware of the following policies to increase the likelihood that you will succeed without the added stress and loss of time.

Late Work Policy

So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not be predictable especially during the current time. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me before class starts and that all assignments are due on the date that is posted on the syllabus.

Writing Policy

Title Page

A title page is required for all papers. The *title* should summarize the main idea of the paper simply and, if possible, in a way that is engaging for readers. For research papers, it should be a concise statement of the main topic of the research and should identify the variables or theoretical issues under investigation and the relationship between them. Although there is no prescribed limit for title length in APA Style, authors are encouraged to keep their titles focused and succinct. Research has shown an association between simple, concise titles and higher numbers of article downloads and citations (Hallock & Dillner, 2016; Jamali & Nikzad, 2011).

Format. The text should start on a new page after the title page and abstract (if the paper includes an abstract). On the first line of the first page of the text, write the title of the paper in title case, bold, and centered. The text should be left-aligned, double-spaced paragraphs, with the first line of each paragraph indented by one tab key (0. Use headings as needed and appropriate within the text to separate sections and to reflect the organizational structure of the content. Do not start a new page or add extra line breaks when a new heading occurs; each section of the text should follow the next without a break.

Font

APA Style papers should be written in a font that is accessible to all users. Historically, sans serif fonts have been preferred for online works and serif fonts for print works; however, modern screen resolutions can typically accommodate either type of font, and people who use assistive technologies can adjust font settings to their preferences. Thus, a variety of font choices are permitted in APA Style; also check with your publisher, instructor, or institution for any requirements regarding font.

Use the same font throughout the text of the paper. Options include

- a sans serif font such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode or
- a serif font such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the latter is the default font for LaTeX).

Reference

The *reference list* provides a reliable way for readers to locate the works authors cite to acknowledge previous scholarship. References are used to document and substantiate statements made about the literature, just as data in the paper are used to support interpretations and conclusions. The references cited in the paper do not need to be exhaustive but should be sufficient to support the need for your research and to enable readers to place it in the context of previous research and theorizing.

Start the reference list on a new page after the text and before any tables, figures, and/or appendices. Label the reference list “References,” capitalized, in bold, and centered. Double-space all reference list entries (including between and within references). Use a hanging indent for all references, meaning that the first line of each reference is flush left and subsequent lines are indented by 0.5 in. Use the paragraph-formatting function of your word-processing program to automatically apply the hanging indent. For the order of works in the reference list.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Desrae.kahale@chaminade.edu. Communicated under safe in-person conditions and phone or zoom conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

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 (with the exception of online classes). Use your best judgment and respect your classmates and instructor.

Disability Access

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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 am a mandated reporter and 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.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

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 make arrangements to complete missed assignments. Notification may be done by emailing me at the Chaminade email address, calling me or by leaving a message on my office phone before class starts will justify an excused absence.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences will put you at risk for failing grades or withdrawal.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor 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 the 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

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

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://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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.

[Psychologist and Self Care](#)

[https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear Mental Health Practitioners, Take Care of Yourselfes: a Literature Review on Self-Care](https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear%20Mental%20Health%20Practitioners,%20Take%20Care%20of%20Yourselfes%3A%20a%20Literature%20Review%20on%20Self-Care)

[ACA Ethical Guideline](#)

Tentative Course Schedule

Date	Topic	Assignments due
Week 1	Intro to PSY 741 class Review syllabus Lecture: Case conceptualization processes <u>PSY 741 Shared Google Drive</u>	

Week 2:	Lecture: Integrating counseling theories into private practice Treatment Planning PSY 741 Shared Google Drive	Mental Health Paper w/question
Week 3	Lecture: Professional Counseling Arenas PSY 741 Shared Google Drive	1 st Canvas Discussion *Quiz (canvas)
Week 4:	Lecture: Components of Private Practice PSY 741 Shared Google Drive	2 nd Canvas Discussion
Week 5:	Lecture: The Role of assessments in MH counseling Mental Health Screening PSY 741 Shared Google Drive	Counseling Theory Research paper
Week 6:	Lecture: Research in Counseling Mental Health Screening PSY 741 Shared Google Drive	3 rd Canvas Discussion
Week 7:	Lecture: Trauma Counseling PSY 741 Shared Google Drive	*quiz (canvas) 4 th Canvas Discussion
Week 8:	Lecture: Substance Abuse and the effective Counselor PSY 741 Shared Google Drive	Group case conceptualization paper
Week 9:	Lecture: Multiculturalism in mental health counseling PSY 741 Shared Google Drive	5 th Canvas Discussion *quiz (canvas)
Week 10:	Final Exam	Final Exam – Canvas

Course Website: [CANVAS](#)

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- **Online tutorials:** click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students.

Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website

(<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe.

Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Tech Tools

PowerPoint

[basic powerpoint demo](#)

[10 Tips on creating a powerpoint](#)

How to convert a PowerPoint to Google Slides

1. Open **Google Drive**.
2. Select "New" in the upper left-hand corner of the screen.
3. Select "**Upload File**." Choose to **upload** a new file. ...
4. Select the desired **PowerPoint presentation** or desired presentation.
5. After **uploading**, right click and select "Open with," then select "**Google Slides**." ...
6. Select "File."
7. Select "Save as **Google Slides**."

How to share a video on Google Drive

1. Open your Google drive account.
2. Click the "+New" button on the left hand side and upload your video from your computer. If your video file is already uploaded to Google Drive, locate it in your Drive's file list.
3. Click on the video file once to highlight it.
4. Right-click on the file name to open a menu of options.
5. Click "Share."
6. In the pop-up window that appears, type in the contact name or email address of the person that you want to share the video with.
7. Click "Send."

Screen Cast O Matic

[Screen Cast O Matic Tutorial \(FREE\)](#)

[Video Editing Tips](#)

