

CHAMINADE UNIVERSITY OF HONOLULU

PSY 636 Counseling Theories

Summer Graduate 2022 (SSM22)

Class Time: Wednesday 5:30 pm – 9:30 pm

Location: Hale Hoaloha 301

Instructor: Darren Iwamoto, Ed.D., LMHC

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Office Telephone: 808-739-4604

Office: BS 111A

Office Hours: W 5:00 pm – 5:30 pm and by appointment

Texts:

1. *Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy 7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312*

Catalog Course Description

PSY 636 COUNSELING THEORIES (3) An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. Prerequisite: PSY 521, 524, 601.

MSCP Program Learning Outcomes (PLO)

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.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts, and 2) Students will demonstrate the ability to facilitate the counseling process with clients, and 3) Students will identify the relationship between adaptation and change and the counseling process.

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 applications, etc.

Course Description

This course will provide you with an overview of theories used in counseling and psychotherapy. You will explore how such theories inform your own emerging counseling practice. Ethical and professional issues will also be reviewed.

*****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.***

Articulation of Characteristics and Values

PSY 636 Counseling Theories is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology, in particular, the application of Counseling Theories. Counseling Theories seeks to identify and understand how to effectively support diverse individuals. This value guides this course through its focus on the additional development of:

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

This will be found in our weekly discussions and in the final paper.

Class structure

Your learning will be facilitated through lectures, videos, discussions and activities through an asynchronous and optional synchronous learning environment.

This course requires that you engage with different theories of counseling by attempting new techniques. You are encouraged to reflect of your own reactions and appreciation of theory.

Student Learning Outcomes (SLO)

By the end of this course, students will be able to explain:

1. the scientific method and research and how these apply to counseling theories (PLO 1)
2. the impact of cultural diversity in the field of counseling (PLO 1-3)
3. ethics relative to the field of counseling (PLO 1, 2)
4. counseling theories in the context of school counseling, community counseling, and marriage and family counseling (PLO 1)
5. major theories that shape the practice of counseling and psychotherapy (PLO 1)
6. the history of the development of counseling theories to include the social and cultural context in which they developed and have evolved (PLO 1, 3)
7. how theory is employed in specific counseling practices, including assessment and counseling (PLO 2)
8. how, through critical analysis, you can be mindful of what aspects and theory-specific skills you can incorporate into your counseling practice (PLO 2)

Assessments/Assignments

Final Examination (Assessment for SLO 1, 2, 3, 4, 5, 6) (50 multiple-choice questions worth 4 points each = 200 points)

The final examination will focus on chapters 1 through 14 in *Counseling and Psychotherapy Theories* text by Sommers-Flanagan. Please note that Canvas will shut down the Final Exam at 11:59 pm on the last day of the class, as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

Discussion Responses and Participation (Assessment for SLO 1, 2, 3, 4, 5, 6, 7, 8) (15 points per weekly topic = 135 points)

Discussion Question Response - Based on the video, your readings, and your thoughts on the subject, please respond to the discussion question in no less than **200 words** in length. Post your discussion response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.

Participation Requirement (10 points) - Participation points will be awarded based on your attendance in class. If you attend class and participate in the in-class activities, you will receive participation points. If you are absent from class without prior approval from the course instructor, you will receive a zero (0) for that week's participation grade.

Following are guidelines for weekly discussion 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 10 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 7 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. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 5. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question 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 3 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.

Capstone Analysis Paper (Assessment for SLO 1, 2, 3, 4, 5, 7, 8) (50 points – paper = 50 points)

For the Capstone Analysis Paper you'll need to watch this video in its entirety:

[Alice Rubienstien Counseling Session \(Links to an external site.\)](#)

After watching the video respond to the following questions (your paper can be organized by each question):

- 1) What counseling approach did Dr. Rubienstien use during her counseling session? What evidence (e.g., techniques used) do you have to support your claim?
- 2) What are Dr. Rubienstien's strengths as a counselor? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
- 3) What are areas in Dr. Rubienstien's approach that could be improved? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
- 4) Do you feel Dr. Rubienstien is an effective counselor? If you were seeking a counselor, would you go to her? Why?
- 5) What is counseling? What skills and competencies do you need to be an effective counselor?

There is no minimum word count for this assignment. It is expected that you will respond to each question with enough breadth and depth to provide justification for your thoughts, feelings, and claims.

Assignment Characteristics for the Capstone Analysis Paper:

Pedagogical Method - Experiential learning: Students will determine the efficacy of a counseling approach based on what was learned in this class.

X Factor Element – Finding Happiness: Students will develop a deeper understanding of and the applicability of counseling. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to what makes counseling effective).

Student Ideas – Long-Term Project: This assignment is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this paper.

Grading

Total possible points = 385 points

A = 385 - 347

B = 346 - 308

C = 307 - This is considered a non-passing grade

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.

Discussion Question Responses will be allowed to be submitted up to one week late with a 50% point deduction. Discussion Question Participation will not be accepted after the due date specified in Canvas. The reason is because the Responses and Participation assignments are designed to engage the class with your thoughts and feelings about the topics being covered for that week. Once the class has moved on to the next topic, late submissions will not be read by your peers. The Responses and Participation adds value and depth to the class discussion during its respective week and that is why no exceptions, regardless of the reason provided, will be accepted.

The Counseling & the Media paper will be accepted late up until the last day of class. If submitted after the due date, regardless of reason, you will be given a 10% point deduction for each day the assignment is submitted late.

The Final Exam due date has been set for the last day of class. Subsequently, no extensions past 11:59 pm on the last day of the class, regardless of reason, will be given.

Attendance

It is expected that you will attend class each week and be active on Canvas. Health and safety are very important so please let your instructor know in advance if you are not able to attend class or are going to be inactive in Canvas for longer than 7 days.

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.

Course Approach:

We will be utilizing in class activities and lectures, in addition to incorporating class discussions via our online learning management system, Canvas. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- 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 course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

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

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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

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 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.

Marianist Educational Values

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

1. Educate for Formation in Faith

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

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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.

Tentative Course Schedule

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy 7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Day	Topic	Readings & Assignments Due
Week 1	Introductions Review Course Syllabus Chapter 1 Psychotherapy and Counseling Essentials Chapter 13 Developing Your Multicultural Orientation and Skills	Chapter 1, 13 Discussion Question 1 Response
Week 2	Chapter 2 Psychoanalytic Approaches Chapter 3 Individual Psychology and Adlerian Therapy	Chapter 2, 3 Discussion Question 2 Response
Week 3	Chapter 4 Existential Theory and Therapy Chapter 5 Person-Centered Theory and Therapy Chapter 6 Gestalt Theory and Therapy	Chapter 4, 5, 6 Discussion Question 3 Response
Week 4	Chapter 7 Behavioral Theory and Therapy	Chapter 7 Discussion Question 4 Response
Week 5	Chapter 8 Cognitive Behavioral Theory and Therapy	Chapter 8 Discussion Question 5 Response
Week 6	Chapter 9 Choice Theory and Reality Therapy	Chapter 9 Discussion Question 6 Response
Week 7	Chapter 10 Feminist Theory and Therapy	Chapter 10 Discussion Question 7 Response

Week 8	Chapter 11 Constructive Theory and Therapy	Chapter 11 Discussion Question 8 Response
Week 9	Chapter 12 Family Systems Theory and Therapy Chapter 14 Psychotherapy and Counseling Integration	Chapter 12, 14 Discussion Question 9 Response Capstone Analysis Paper
Week 10	Final Examination	Final Examination