



Chaminade
University
OF HONOLULU

Chaminade University of Honolulu
Master of Science in Counseling Psychology
Course Syllabus

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

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 603

Course Title: Introduction to Counseling SkillsS

Term: Fall 2022 (10/3/2022-12/12/2022)

Class Meeting Days: Online Tuesday via Zoom

Class Meeting Hours: 5:30 PM - 9:20 PM

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

Instructor Name: Kacie Cohen, LMHC, NCC

Email: Kacie.Cohen@Chaminade.edu

Phone: 808-735-4745

Office Location: Behavioral Sciences Bldg.

Office Hours: By appointment only

Instructor Availability

Questions for this course can be emailed to the instructor at Kacie.Cohen@Chamiande.edu.

Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours during the weekdays.

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.

Required Textbook

Sommers-Flanagan, J, R. (2017): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.

*See end of syllabus for recommended additional readings and journal articles

References, Resources, and Additional Recommended Readings

- Myers, S. (2003). Reflections on Reflecting: How Awareness Promotes Personal Growth. *The Person Centered Journal*, 10, 3-22. Retrieved from <https://adpca.org/system/files/documents/journal/3%20PCJ%2010.pdf>
- Nemece, P., Spagnolo, A., & Soydan, A. (2017). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40(4), 415-417. Retrieved from <https://web-b-ebsohost-com.ezproxy.chaminade.edu/ehost/pdfviewer/pdfviewer?vid=24&sid=d84021d4-5d87-44c2-9589-8c697ffb5594%40sessionmgr101>

- Jongsma, Arthur E., Peterson, L. Mark. (2003) *The complete adult psychotherapy treatment planner* /Hoboken, N.J. : John Wiley & Sons.

University Course Description

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

First Benchmark Course

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. The Counseling Skills Proficiency Record is used. **The minimum score on the Counseling Skills Proficiency Record to pass the course is 20 points.** Below 20, the student is assigned a “C” for the course and must retake the course.

Course Delivery and Technology

The course will be delivered on the Canvas Learning Management System. You will be able to use Canvas to access the syllabus, modules, announcements, assignments, check grades for assignments, and videos for discussions.

To get started, go to: <https://chaminade.edu/current-students/> and follow the instructions for logging in and accessing class information. Please check the Canvas website for this class on a regular basis.

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.

Class structure

This course is intended to provide you with training in fundamental skills required for counseling, and counseling-related tasks, such as documentation, case conceptualization and case presentation. Emphasis will be placed on developing competencies in skills (sometimes referred to as micro skills) in attending, listening and reflection. Competency in other skills will also be promoted including observation skills, focusing, use of questions, confrontation, reflection of meaning, and interpretation. You will be encouraged to reflect on your own style of relating to clients, your characteristic strengths and limitations regarding counseling skills, and how theory and models of counseling matches your personality.

A fundamental challenge for all students is to increase their own self-awareness relative to the counseling process. While some students in this class may have considerable experience in counseling in various capacities prior to entering the MSCP program, this course does not presume that you have prior counseling experience.

This course will emphasize the practice and review of online counseling and assigned counseling exercises. Each student will use their student email, Canvas online and Zoom to submit weekly assignments and video dyads.

MSCP Core Program Learning Outcomes (PLOs)

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
- 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.

Course Learning Outcomes

Students will demonstrate their skills and knowledge of:

1. The skills of attending, listening, and reflecting client experience through focusing the client, questioning techniques, and interpreting client report data. (PLO#2)
2. How to conduct specific components of counseling sessions, including the introduction, establishing consent, psychosocial history, formulating homework assignments, and termination. (PLO#2)
3. How to efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (description, assessment, and plan). (PLO#1)
4. How to formulate a case and present a case to peers in an efficient and succinct manner. (PLO#1)
5. How the student's own personality and interpersonal style contributes to the manner in which he/she approaches/conducts counseling sessions. (PLO#3)
6. How to accept and act on feedback from the instructor and from peers. (PLO#2)
7. Social, cultural diversity and how that affects assessment and the counseling process. (PLO#3)
8. How research and the scientific method contributes to our ability to evaluate counseling outcomes. (PLO#1)
9. Professional/ethical issues such as confidentiality, informed consent, duty to inform and other common issues found in counseling. (PLO#1)
10. Counseling skills in the context of the student's specific emphasis, i.e., school, mental health, and marriage and family counseling. (PLO#3)

(6) Competencies in the Counselor Fitness

- **Humility & Openness**
Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.
- **Reflexivity**

Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

- **Psychological Flexibility & Adaptability**

Counseling performance enhanced by the ability to flex to changing circumstances, and to adapt to fluctuating situational demands, unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

- **Emotional Stability & Self-Control**

Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

- **Self-Awareness, Self-Monitoring, & Self-Care**

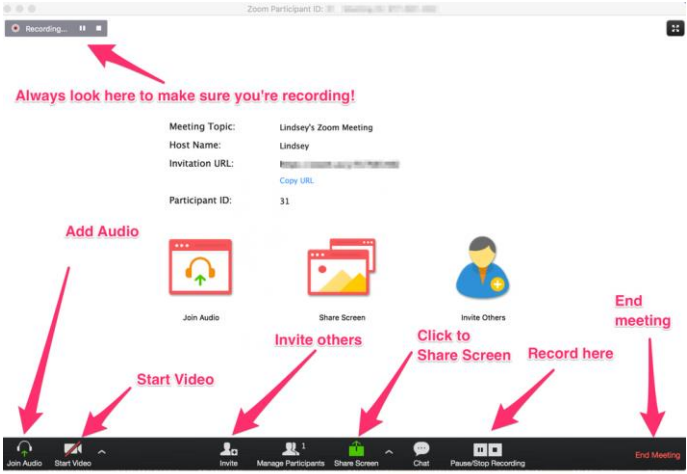
Counseling performance enhanced by a commitment to self-awareness and to honestly and objectively examine own belief systems, values, needs, biases, and limitations and the effects of "self" on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

- **Empathy**

Counseling performance enhanced by having a warm understanding and open-minded acceptance of others viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other's thoughts and feelings.

Course Assignments and Examinations:

Assessment	Description	Points	Applicable SLO's
Written Reflections on (6) Competencies in the Counselor Fitness	You will complete 6 reflective essays. The essays will cover your new understandings that you have gained through discussions, self-assessments, videos, readings, and various assignments and how it relates to your professional growth through each of the 6 counselor competencies. This self-assessment should allow you to practice being aware of the insight you have gained, improve your ability to express your ideas and help to explore a range of perspectives, as well	10 each	1,5,6,7,10

	<p>as reflect deeply on a few significant aspects and learning points.</p> <p>Submission Requirements: 2 page reflection double spaced, 12 pt font (Times Roman, Arial), and 1 inch margins.</p>		
<p>Weekly Chapter Assignments</p>	<p>Students will complete chapter questions reviewing learning outcomes.</p>	<p>80 points</p>	<p>1,2,3,7,9, 10</p>
<p>Weekly Video Counseling Dyads and Self-Reflection: (4 sessions)</p>	<p>Students will complete a 10-15 minute dyad with an individual *assigned by the instructor from their class via Zoom. Students in the counselor role will RECORD the Zoom counseling session.</p> <p>Recording sessions should have both client and counselor in the frame.</p> <p>*For help on Zoom Recording click on video: (https://youtu.be/1ZHSAMd89JE).</p>  <p>Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor's to review and assess.</p> <p>Each dyad will last approximately 10-15 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.</p> <p>After you have reviewed your counseling session dyad video, you will refer to your proficiency record and specific skills for the week. Then, you will</p>	<p>40 Points</p>	<p>1, 2, 5, 6, 7, 8, 9</p>

	<p>complete a self-evaluation form identifying your areas of strengths and improvements. You will also identify what actions or steps you will take to improve your skills.</p> <p>Helpful hints: Prior to this exercise, students will research best practice approaches in dealing with 1) Anxiety 2) Depression</p>		
<p>Mid-Term Counseling Skills Proficiency Record</p>	<p>Each student will be evaluated and self-assess their ability to meet the basic counseling proficiency record skills using a modified Likert rating scale and the evaluation will be based on their progress at mid-term. (MSCP requirement for this course)</p> <p>For each dyad you will submit the following: *The student in the counselor role will be responsible for all required materials associated to this Midterm Final Examination</p> <ul style="list-style-type: none"> • A 10 minute video tape of an “intake” counseling session where the counselor displays counseling skills 1-8 of the Counseling Skills Proficiencies Record form. • The counselor will submit a transcript of the counseling session identifying where in the counseling session the counseling skills were used. <p>Example of Transcript & Highlighted Skills Used:</p> <p>Client: "So, I'm wondering if you can help me choose a new major... (pause), I suppose if I did choose, I'd just screw things up again..."</p> <p>Therapist: “Okay” (Head nod/Encouraging) "You're feeling hopeless about being able to succeed and you're not sure anybody or anything will help.(Reflection of Feeling)</p> <p>Only the student in the counselor role will be graded. The student’s grade will be based on his/her ability to present and provide evidence of the use of counseling skills 1-8</p> <p>Submission Requirement:</p>	<p>40 points</p>	<p>1, 5, 6</p>

	<ol style="list-style-type: none"> 1. Completed Self- Assessed Proficiency Record #1-8, identifying number and commenting on how they used or not used the skill (10 Points) 2. Video of Dyad #3 (10 Points) 3. Transcript of Dyad #3 with highlighted skill (20 Points) 		
Case Summary / Case Presentation	<p>Each student will document the summary of his/her Dyad Skills Session that he/she was the counselor for.</p> <p><u>This summary will include the following sections:</u> Identifying Information, Reason for Referral, History of Presenting Problem, Developmental History, Social and Family History, Psychiatric History, Medical History, Family Psychiatric History, Family Medical History, Educational History, Diagnostic Impressions, Clinical Impressions, Summary</p>	25 points each	3, 4, 5
Final Examination	<p>This Final Examination will allow you to demonstrate your mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record form attached to this syllabus.</p> <p>Skills #1-10</p> <p><u>Reminder: *Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned “C” for the course and must retake course.</u></p> <p>The Final Examination will require each student to choose a partner forming a dyad.</p> <p>Each dyad will submit (the student in the counselor role will be responsible for all required materials associated to this Final Examination) the following:</p> <ul style="list-style-type: none"> • A 10-15 minute video tape of an “intake” counseling session where the counselor displays counseling skills 1-10 of the Counseling Skills Proficiencies Record form. (10 Points) • The counselor will submit a transcript of the counseling session identifying where in the counseling session counseling skills 1-10 was used. (20 Points) 	100 points	1, 7, 8, 9, 10

	<p>Example of Transcript & Highlighted Skills Used:</p> <p>Client: “I just don’t have time to exercise, and I don’t have the money to join a gym. But, I really want to lose weight and feel better.”</p> <p>Therapist: “I hear that you want to lose weight and feel better “with head nod (Paraphrase & Encouraging) so on one hand you know exercise is good for you, but yet, on the other hand you don’t want to do it. How do you feel about this conflict?” (Confrontation)</p> <p>Only the student in the counselor role will be graded. The student’s grade will be based on his/her ability to present and provide evidence of the use of counseling skills 1-10</p> <p>Submission Requirements:</p> <ul style="list-style-type: none"> • Video of Dyad #4 (50 Points) • Transcript of Dyad #4 with highlighted skill (50 Points) 		
<p>Final Dyad #4 Examination</p>	<p>Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on the student’s progress throughout this course. The student’s performance in the weekly dyad exercises, their Final Examination and feedback from the instructor will influence the grading of this assessment. (MSCP requirement for this course.)</p>	<p>36 points</p>	<p>1, 5, 6</p>
<p>Final Reflection</p>	<p>This Final Reflection paper will consist of two parts:</p> <p>Part 1: Address the following areas:</p> <ul style="list-style-type: none"> • Your growth from weeks 1-10, after reviewing your final dyad#4 • What did I learn from this class? (ex: self, growth and development, reflective practices, and counseling skills etc. • What areas did I do well in? • What counseling skills did I utilize in this class? • What are my goals going forward in the MSCP program? <p>Part 2: Address the following areas:</p>	<p>60 points</p>	<p>1, 2, 5, 6, 7, 9, 10</p>

	<ul style="list-style-type: none"> • How will I build rapport with my clients, and why is it so important? • What listening skills do I need to improve on? • What fears do you have in therapy? Explain what skills worked best and what you had the most difficulty performing? <p>Submission Requirements: The Reflection paper should be at least five double-spaced pages in length using a 12 pt font, one-inch margins and double-spaced throughout. (Arial or Times Roman will be accepted)</p>		
<p>Counseling Fishbowl Exercise</p>	<p>Prior to this exercise, students will research best practice approaches in dealing with <u>anxiety, depression, crisis, death etc.</u> to prepare for the situations that will be presented.</p> <p>Students will be randomly paired for this exercise. Half of the class will be subjects (client and therapist) while the other half of the class will be observers.</p> <p>The subjects will each have the opportunity to be a client and a therapist. The client will be given a scenario at the beginning of class. The therapist will be tasked to address the crisis using a systemic/solution-focused approach. The therapist will utilize his/her counseling skills to create a welcoming environment for the client, obtain historical information, get a feel for where the client is at, and then provide the client options.</p> <p>Each dyad will last approximately 5-10 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.</p> <p>Once all of the subjects are a client and a therapist, the subjects will then become the observers while the observers become subjects.</p>	<p>10 points</p>	<p>1, 2, 5, 6, 7, 8, 9</p>

	<p>As an observer, you will have the opportunity to observe the various dyads. Your review and comments should be formatted as follows:</p> <p><u>Name of Therapist:</u></p> <p>Strengths:</p> <p>Areas of Improvement:</p> <p>General Comments:</p> <p>It is important to follow this formatting as I will be sharing what you documented as the therapist's strengths with that person.</p> <p>*You will be graded on your reflection not on your performance as the therapist or the client.</p>		
Dyad Skills Session Documentation	Students will review specific components of a counseling session and document professionally and appropriately.	15 points (5ea)	1, 2, 3, 4, 10

Grading:

100-90% = A

89-80% = B

79-70% = "C" or lower grade (failing grade is C or F) and course will need to be re-taken

All assignments will be submitted online by the stated due date. My email address is Kacie.cohen@chaminade.edu Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.

Assessment:

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments. **You must pass the Assessment portion of this course with at least a B percentage AND get a minimum of 20 points on the Final Counseling Skills Proficiency Record in order to pass the course.**

Attendance

Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. **Only one absence is allowed.** No exceptions. If more than one class is missed, the student will fail the class (will be given a "C") and must retake it the next time it is offered. Tardy- Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (1) hour after the start time or leaves one (1) hour

prior to the dismissal time, it will be recorded as one absence. If an emergency or severe illness occurs, the student must inform the professor in advance of the class.

If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Lastly, please refer to your CUH Student Handbook and carefully read all of the areas addressing policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Any student caught plagiarizing materials or using materials previously developed for another class will automatically fail this course.

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>

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research

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 quote was taken from: <http://allpsych.com/researchmethods/replication.html>

Canvas

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 the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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

CUH Services and Policies

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>
Email: counselingcenter@chaminade.edu
Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>
Email: tutoring@chaminade.edu
Phone: 808-739-8305

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.

Attendance Policy

If you miss more than one class, you will be given a "C" and you must retake the class. 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 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 which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

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

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

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:

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 are integrated, to varying degrees, in this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school.

Tentative Course Schedule

Date	Focus
Week 1	<ul style="list-style-type: none"> • Welcome, Introductions, Course Syllabus review • Proficiency Record • Video: Self-Awareness and Willingness to Grow • Self-Awareness & Courage Activities • Class Discussion
Week 2	<ul style="list-style-type: none"> • Chapter Readings 1-2 and assignments • #1 Counselor Competency Reflection Essay • Video: Methods to Build Rapport & Discussion • Questioning Skills
Week 3	<ul style="list-style-type: none"> • Chapter Reading 3 • #2 Counselor Competency Reflection Essay • Zoom Dyad #1
Week 4	<ul style="list-style-type: none"> • Reflection of Dyad #1 • Chapter Readings 4- 5 • Video: Empathy • Video: Questions and Therapeutic Questions • Summarizing and Paraphrasing Skills
Week 5	<ul style="list-style-type: none"> • Zoom Dyad #2 (Same Partner from Dyad #1) • Chapter 6 & Assignments • Video: Basic Listening Skills • Video: Intake Interview • Asking Question Biases • Reflection of Feeling / Meaning
Week 6	<ul style="list-style-type: none"> • Reflection Dyad #2 • #3 Counselor Competency Reflection Essay • Video: Multicultural Humility and Personal Biases • Challenging Clients Assignment
Week 7	<ul style="list-style-type: none"> • Zoom Dyad #3 (New Partner) • #4 Counselor Competency Reflection Essay • Case Summary Write up

	<ul style="list-style-type: none"> • Prepare for Case Presentations • Video: Mental Status Examination • Encouraging Teenagers Reading
Week 8	<ul style="list-style-type: none"> • Dyad #3 Reflection • #5 Counselor Competency Reflection Essay • Mid-Term Self Evaluation with Proficiency Record • Dyad Transcript • Fishbowl Activity • Confrontation Skills • Case Presentation and Summary
Week 9	<ul style="list-style-type: none"> • Dyad #4 (New Partner) • Video: Suicide Assessment • Chapter 10 Reading and Activity • #6 Counselor Competency Reflection Essay
Week 10	<ul style="list-style-type: none"> • Final Paper Due • Final Video and Transcript Submission for Dyad #4