**Chaminade University of Honolulu**
**Master of Science in Counseling Psychology**
**Course Syllabus**
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816

**Course Number**: Psy-672-02-3
**Course Title**: **PSY 672 Internship B - School Counseling**
**Term**: Accelerated Spring 2023; 4/10 - 6/19/2023
**Class Meeting Days**: Wednesday, Brogan Education Building, 102
**Class Meeting Hours**: 5:30 - 9:20 pm
**Course Website Address (Canvas):** https://chaminade.instructure.com/

**Instructor Name**: Dr. Silvia Koch
**Email:  silvia.koch@chaminade.edu; silvia.koch@k12.hi.us**
**Phone**: (808) 386-1258 cell;  (808) 305-4213 Kipapa Elementary School
**Office Location**: Home Office 1904 Alahula Way, Wahiawa, Hawaii 96786
**Office Hours**: Available anytime by appointment or request

**Instructor Availability:**  Questions for this course can be emailed to the instructor at
silvia.koch@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time
will take up to 24 hours (1 day) in some circumstances, most likely sooner.

**Text: No texts required for this course.**

**Textbooks used by instructor but not required for purchase by student:**
Beachboard, C. (2022). *The School of Hope: The Journey from Trauma and Anxiety to Achievement,
Happiness, and Resilience.* Thousand Oaks, California, Corwin Press, Inc.

Oberman, A. & Studer, J. (2021). *A Guide to Practicum and Internship for School Counselors-in-
Training.* New York, NY, Routledge.

**Additional Required Learning Materials**
The instructor may make available to students relevant journal articles, and other materials, such as
websites eBooks, applications, software, etc. Full text citations of all required materials will be
provided. Minimal technology is needed for this course.

**University Course Description**
This course serves to facilitate the advancement of professional knowledge and skills through
participation in two school field assignments. Students will have the opportunity to participate in

counseling and educational activities that incorporate counseling theories and research in an applied setting. Counseling skills and theories will be applied in the areas of individual and group counseling, case management, case analyses, and report writing, collaboration with other school faculty and staff members, developmental treatment planning, diagnoses, and guidance instruction. The student will demonstrate his/her expertise in all the areas of service encountered by school counselors.

**Course Overview**
This course offers the student an opportunity to continue to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. The internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed in both an elementary and a secondary school setting where the student will counsel under the supervision of a licensed school counselor.
**Prerequisite: PSY 671-Internship A**

**Course Approach**
This course is designed to be interactive, full of dialog, and conversation. Every class will begin with an energizer to build relationships with the students and the instructor. While the course is theoretically based upon counseling skills and theories, scenarios will be presented for the students to analyze and critique. Opportunities will be given for students to discuss "real life" situations. The instructor believes that learning can occur most optimally when students are actively, cooperatively, and meaningfully engaged. Students are expected to attend class fully prepared and ready to learn.

**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

**MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify School Counseling theories, principles, concepts, techniques, and facts.

2. Students will demonstrate the ability to facilitate the counseling process with clients in a School Counseling Context.

3. Students will identify the relationship between adaptation and change and the counseling process in a School Counseling context.

## **Course Learning Outcomes**

By the end of this course, students will be able to:
1. Apply mental health counseling approaches to practice in an ethical and inclusive manner in PK-12 school settings. This is assessed by the Site Supervisor Evaluation. (PLO 2).

2. Implement instructional and counseling strategies as part of a comprehensive school counseling program. This is assessed by the Capstone Project assignment (PLO 2)

3. Formulate professional and field-appropriate documentation. This is assessed by the Site Supervisor Evaluation. (PLO 1).

4. Critically evaluate their progress through the active practice of reflexivity. This is assessed by the Weekly Journals assignment. (PLO 3).

## **Course Integration of Hawaii Counselor Standards**

ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

**Learner and Learning**
**Standard 1. Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

**Content**

**Standard 2. Core Theories and Concepts.** Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

**Standard 3. Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

**Instructional Practice**

**Standard 4. Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

**Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

**Professional Responsibility**
**Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

**Standard 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.
7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.
7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

## Hawaii General Learner Outcomes:

1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.) 3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.) 5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology. (The ability to use a variety of technologies

## Course Requirements:

1. Students must give the instructor weekly a signed copy of their **Service Summary Log** for completing the 150 direct and 150 indirect service hours. This is a requirement for the course. **Appendix E.** Always keep a signed copy for yourself. Time logs will not be accepted without Site-Supervisor's and student's signature. A summary of the service logs, **appendix M**, will be turned in at the end of the term.

2. Students must give the instructor weekly a **Journal** reflecting on their professional activities and experiences for that week. **Appendix H.** Please address the following questions: What did you learn from supervision? What did you learn in addition to supervision? Reflect on your

experiences this week. Focus on your thoughts and feelings about your performance. Honesty and deep reflection is a critical component when training to be an effective counselor.

3. **Instructor Evaluation – Appendix L.** Each student will receive a written evaluation from the Instructor to evaluate the student's professional and ethical issues in counseling in the context of the school setting. The student will also complete appendix L as a self-reflection and turn it in to the Instructor.

4. Students will produce and present one **Case Study** with accompanying School Counseling Case Notes (DAP), a research article pertaining to the presenting problem, and the Consent to Participate and Release Confidential Information Form. These need to be signed by the Site Supervisor. In the case study, you must include an observation of the student and a Student Support Plan complete with SMART goals. You must see the student for a minimum of 3 times. **Appendices C and D**. This assignment creates an opportunity for students to integrate important theoretical research and behavioral interventions to the treatment of the student's support plan and formulating diagnostic impressions through writing and maintaining clinic notes. Your report to the class will be on your overall general knowledge of your student, the student's problem behavior and the development of their support plan. Each case report should be a narrative and typed according to the format attached to this syllabus.

5. Students will present two **Videotaped Counseling Sessions** for professorial and peer review, not to exceed 20 minutes. One (or both) session must be a group session or a guidance lesson. The Release of Confidential Information forms must accompany these videotaped sessions **(Appendix C),** as well as the Videotape Self-analysis form **(Appendix F).** Interpersonal counseling skills, professional competencies, and a theoretical approach should be demonstrated and recognized by observers.

6. Students will complete all sections of the **Capstone Action Research Project.** Descriptions of each section can be found in **Appendix U** of the Handbook. This will be due the very last day of class. You may turn it in sooner.

7. To obtain your Professional Certification in School Counseling from the Hawaii State Department of Education, students must turn in an **electronic portfolio (Appendix R)** that contains standards-based school counseling and guidance materials to demonstrate competencies achieved during the master's training process. A portfolio is both a process and a product. It is an organized and purposeful collection of artifacts and documents, records of achievement and reflections collected over time. It demonstrates the process of gathering, organizing, and using artifacts, documents, and experience to inform instruction, learning, and professional practice in school counseling. The portfolio will provide evidence of the student's achievement of the MSCP program standards and performance criteria. It will also serve to demonstrate how the student met the standards of the Hawaii Teachers Standard Board and the American School Counselor Association. The portfolio serves as a vehicle for reflection and self-evaluation, as well as a tool to display evidence of program standards and performance criteria. The evidence included in a portfolio is a specific and observable example of the student's performance related to a performance criterion. The portfolio will also contain all of the required paperwork for the Internship experience as stated in the Practicum/Internship Handbook. A completed portfolio of

the student's work that matches the performance criterion and the Hawaii State Department of Education Standards for School Counselors will be due no later than week 6 of Internship B.

| Assignments | Points |
|---|---|
| Appendix E & M – Weekly Logs & Summary | mandatory |
| Appendix H - Journals (10) | 10 |
| Appendix K – Site Supervisor's evaluation | 25 |
| Appendix L – Instructor's Evaluation | mandatory |
| Case Study with Observation, SMART goal, & Student Support Plan | 10 |
| 2 Videotaped Counseling Sessions (to include Appendices C & F) | 20 |
| School Counseling Capstone Project - final | 10 |
| ePortfolio | 25 |
| | |
| **Total** | 100 |

## Grading
A = 90 – 100
B = 80 –89
C = 79 & below

**Assignments are due by the time class starts on the day noted on the syllabus. Late assignments will be accepted up to 24 hours past due, however 5 points will be deducted from the total amount of points for that assignment. After 24 hours, no late assignments will be accepted.**

**If the student does not get a passing recommendation from their Site Supervisor(s), specifically question 16 on appendix K, then the student will not pass the course. The student will not progress to Internship B.**

**C is a failing grade, and the course will need to be retaken.**

**Supervisor's Evaluation**
You must perform adequately at your practicum site(s) to pass this class. Your supervisor's evaluation comprises approximately 50% of your grade. Evaluations that consist of "acceptable" rating or higher will be awarded full points. Each rating of "Below Expectations" will result in a loss of 20 points; each rating of "Far Below Expectations" will result in a loss of 40 points. Ratings from all supervisors will count towards the determination of your score. (One supervisor's more favorable review does not ameliorate poor evaluations from another supervisor.)

**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:* <u>Methods In Behavioral Research</u>

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](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](mailto: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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

**CUH Services and Policies**

**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 ʻIke: 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 ʻIke's website ([https://chaminade.edu/advising/kokua-ike/](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 ʻIke at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 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, practicum, 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 ʻŌlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school.

## Tentative Course Schedule

| Date | Topic |
|------|-------|
| **Week 1**<br>**4/12** | Relationship Building; Course Requirements<br>Syllabus and Handbook<br>Energizer and Video Presentation Sign-ups<br>Students to share ePortfolio choice of artifacts<br>Review Service Logs |
| **Week 2**<br>**4/19** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Videotape Presentation**<br>Review SMART goals, Behavior Plans |
| **Week 3**<br>**4/26** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Videotape Presentations**<br>Data is Fun! |
| **Week 4**<br>**5/3** | Weekly Check-ins; **Guest Speakers (need to confirm)**<br>**Internship Forms Due (E & H)**<br>**Case Study Due** |
| **Week 5**<br>**5/10** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Videotape Presentations**<br>Counselors as Leaders |
| **Week 6**<br>**5/17** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Exit Portfolio Due - Sharing of ePortfolios** |
| **Week 7**<br>**5/24** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Continue Sharing of ePortfolios** |
| **Week 8**<br>**5/31** | Relationship Building; Weekly check-ins<br>**Internship Forms Due (E & H)**<br>**Videotape Presentations** |
| **Week 9**<br>**6/7** | **Final Check-in; Individual Conferences**<br>**Internship Forms Due (Appendices E, H, I, J, K, L)** |
| **Week 10**<br>**6/14** | **Capstone Action Research Project Due**<br>**All assignments, service logs with summary sheet (M),**<br>**supervisor evaluations due** |

**Video Presentation Sign-ups**
**(Please sign up for two days)**

**Week 2 - 4/19**

**Week 3 – 4/26**

**Week 5 - 5/10**

**Week 8 – 5/31**

# Energizer Sign up

**Week 2 - 4/19**

**Week 3 – 4/26**

**Week 4 - 5/3**

**Week 5 - 5/10**

**Week 6 - 5/17**

**Week 7 - 5/24**

**Week 8 - 5/31**

# *Case Study Template*

**The Case Studies should be written according to outline below:**

     a. Parent Consent Form (staple to report)
     b. Name of Student
     c. DOB
     d. Date of Evaluation = Date this report was written
     e. Ethnicity
     f. Gender
     g. Problem Behavior(s)
          i. Onset:
          ii. Frequency/severity of symptoms:
          iii. Precipitating factors:
          iv. Current stressors:
          v. Agencies/providers involved:
          vi. What has been tried?  What worked?  Why now?

     h. Developmental History – Developmental milestones (sitting, crawling, walking, feeding self with utensils, dressing self, begin to say words, speak in phrases of 3 words or more, age of toilet training, still wets/soils self, any difficulty with hand-eye coordination, problems with gross motor activities/sports, clumsy compared to other children his/her age, general physical energy level)

     i. Social and Family History **
          i. Parents ages, occupations, and education
          ii. Marital status, previous marriages, legal/physical custody of child?
          iii. Siblings, birth order, any significant conflicts between siblings?  Other family members.
          iv. Who is living in the home?
          v. Family relationships/communication, marital discord?
          vi. Method of discipline, do parents often disagree on how to discipline?

     j. Medical history  **
          i. Illnesses, injuries, allergies
          ii. Hospitalizations
          iii. Medications
          iv. Previous psychological/psychiatric treatment.

     k. Educational History
          i. Where has student attended school?  What grades?  Reasons for change?  Repeated any grades?
          ii. Learning problems referred for testing?  Received special education services?  What type?
          iii. Speech and language (problems in clarity, slow in developing, any past referral for speech and language evaluation?  Received speech/language therapy?)
          iv. Educational testing conducted?  Results?
          v. Other (report card comments, Behavior Assessments, Support Plans, etc.)
          vi. Include all HSA/SBA scores

     l. Your Impressions and Summary of <u>3 individual counseling sessions:</u>
          i. **D**ata:
               ■ Subjective and objective data about the student:
                 Appearance, behavior, attitude toward examiner, motor behavior, speech, mood, affect, orientation person, place, and time, thought processes, intelligence, etc.

          ii. **A**ssessment:

- Intervention, assessment – What's going on?
- Working hypotheses, "gut" hunches (with supportive documentation)
-
iii. **P**lan:
- Response or revision

m. Student Support Plan (please use SSP form that your site uses.  If not available, see instructor.)
i. Site-supervisor consultation and approval needed.
ii. Include SMART goal
iii. Include classroom observation

**Much of this information can possibly be found in student's CUM folder.  Site-supervisor consultation required. <u>Do NOT copy any documents found in student's CUM folder and attach it to case study report</u>.**