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

Course Number: PSY 724-90-3
Course Title: Advanced Counseling Techniques and Consultation in School Settings
Term: Accelerated Summer 2023; 7/32023 - 9/11/2023
Class Meeting Days: Thursday, online Internet
Class Meeting Hours: 5:30 – 9:20 pm
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Dr. Silvia Koch
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Phone: (808) 386-1258
Office Location: Home office 1904 Alahula Way, Wahiawa, Hi 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 or kochg001@hawaii.rr.com Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take 1 day in some circumstances.

Text:
Brigman, G., Villares, E., Mullis, F., Webb, L., & White, J. (2022). School Counselor Consultation, Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd edition, Hoboken, NJ: John Wiley & Sons, Inc.

Additional Required Learning Materials
Instructor may include journal articles and other materials, such as websites, eBooks, applications, software, etc. Full text citations will be provided for materials offered. Minimal technology is required.

University Course Description
This course provides an in-depth and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling and consultation in a school setting. Prerequisites: PSY 500, 501, 636.

Course Overview

This course is designed for persons working in a school providing mental health services, academic support, and/or guidance to PK-12 students. This course provides applied learning that links counseling and consultation theory to practice based on the current best-practice literature.

Course Approach

This course is designed to be interactive, (i.e.: roleplaying, chapter presentations, discussions, etc.) 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 the textbook, other materials will be provided at the instructor's discretion. The instructor believes that learning can occur most optimally when students are actively and cooperatively 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 (CLOs)

1. Apply advanced counseling techniques to address the unique needs of students in a school setting. Assessment method: Case study assignments. (PLO 2, 3)

2. Utilize a consultative approach to collaborate with school personnel, families, and community partners to address systemic issues impacting student mental health and well-being. Assessment method: Written assignments and role play. (PLO 2, 3)

3. Critically evaluate the research on evidence-based counseling techniques and interventions for school-aged children and adolescents. Assessment method: Research paper. (PLO 2)

4. Evaluate the ethical and legal considerations related to counseling and consultation in a school setting, including informed consent, confidentiality, and mandatory reporting laws. Assessment method: Short-answer exam. (PLO 2)

5. Apply a strengths-based approach to counseling and consultation in a school setting, utilizing the multi-tiered system of support (MTSS) framework to identify and address the unique needs of students at different levels of intervention. Assessment method: Project paper and presentation. (PLO 2, 3, 4)

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. **School Counselor Consultation Text Chapter Presentations (2) –** Each student will present two chapters from the text "School Counselor Consultation: Skills for Working Effectively with Parents,

Teachers, and Other School Personnel" on a chosen date (sign-up sheet will be available on the first night of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have be adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is 50 points per chapter for a total of 100 points. The breakdown of points is below:

> Organization & Clarity – 20 points
> Outline – 15 points
> Activity – 15 points
> Total – 50 points

2. School Counselor Consultation – Chapter Quizzes (7): Each student will complete a chapter quiz after each chapter presentation. The quizzes involve short answer and essay questions applicable to the chapter(s) covered during that class. Quizzes are taken home and due the following week. Total value for all 7-chapter quizzes is 150 points.

3. HSCA Article – In lieu of a final exam, each student will submit a typewritten, double-spaced paper of no more than 500 words maximum that may be featured in the Hawaii School Counselor Association's newsletter. This paper should identify current issues impacting students and explain how it is significant to the different types of counselors in the school system here in Hawaii. Evidence to support your paper should be demonstrated by research. All students will present their papers to the class during the 9th and 10 meeting sessions, and the completed paper will be turned in to the instructor. Themes for this year's newsletter are:

Issue	**Content/Theme**
	Build Student Strengths
September 2023	*Feature articles from ASCA:* Student problem solving and antibullying groups, SEL with elementary students, restorative circles, working with new students
	College Bound
November 2023	*Feature articles from ASCA:* College-planning small groups, NCAA eligibility, holding a College and Career Success Week, successful postsecondary transitions
	Connecting with Careers
January 2024	*Feature articles from ASCA:* Virtual career days, middle school career development, SEL for postsecondary readiness, business partnerships for career programming
	Serve All Students
March 2024	

Feature articles from ASCA: Supporting transgender and gender-expansive students, undocumented and mixed-status families, and students of all races

Partner for Professional Growth

May 2024

Feature articles from ASCA: School counselor peer supervision, tele mentoring, collaborative learning, and partnering with your principal

Rubric:
Organization & Clarity – 15 points
Backed up by Research – 15 points
Implications for Counselors – 20 points
Total – 50 points

4. Site Visit Paper – Each student will visit a school site and shadow a counselor for a minimum of 15 hours. Students will write no less than a two-page (or more) report sharing their observations, experience, and feelings of the site visit. Please keep a time log indicating the dates you visited, the times, and a brief description of the activity you were engaged in or observing. This report will be turned in to the instructor and shared with the class during the 9th and 10th meeting sessions. Total value is 50 points.

5. MSCP Counselor Portfolio – Each student will submit their school counselor portfolio with elements of their experience up until Psy 646. This portfolio will be submitted into the student's google drive file that connects to google classroom, prior to registering for the practicum course. Elements of the portfolio at this stage of preparation include:
a) An audio/visual introduction – this is your opportunity to introduce yourself and explain why you want to be a professional school counselor.
b) Resume
c) Unofficial Chaminade University of Honolulu transcript
d) Explanation of any incomplete grades or grades of C or lower
e) Artifacts and descriptions – a minimum of one (1) artifact will be a sample of your academic content knowledge integrating what you learn in your MSCP classes with the School Counseling Performance Standards. This evidence will identify counseling theories, principles, concepts, techniques, and facts in school counseling. Each artifact will include 1) name of the artifact, 2) applicable performance standards, 3) description of the artifact, 4) purpose of the artifact, 5) what is the artifact providing evidence for, and 6) reflection.
Total value for this assignment is 100 points.

Assignments	Points	CLO
Chapter Presentations (2)	50 points each for a total of 100	1,2,3,4,5,7,10,11
Chapter Quizzes (7)	7 quizzes, points vary for a total of 150	1,2,3,4,7,10,11
HSCA Article	50 points	1,2,3,4,6,7,9,11,
Site Visit with Paper	50 points	8,9,11
Counselor Portfolio	100 points	1,2,3,4,5,6,7,8,9,10,11
Total Possible Points	**450**	

Grading
A = 405-450
B = 360-404
C = not passing range.

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: <u>Research Design And Counseling</u>
                                                               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: <u>Research Method In Social Relations</u>
                                                               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

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

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/) 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 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 ʻIke: 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 ʻIke 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, practice, 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	Topic	Readings
Week 1 7/6	Welcome & Introductions Orientation & Overview of Course Review of Syllabus & Course Requirements Sign up Chapter Presentations	
Week 2 7/13	Relationship Building Pre-test Consultation Knowledge And Skills School Counselors as Consultants Supporting Models & Theories Chapters 1 &2 Presentations	Chapters 1, 2 **Review:** Models & Approaches of School Counseling ASCA 3.1 Employ counseling techniques/ theories to promote academic achievement, college/career readiness, and social/emotional development **Activity:** conduct scenario-based dyads, using Adlerian, Behaviorism Rogerian, Rational Emotive Behavioral, Cognitive Behavioral Therapy, Glasser, & Solution Focused approaches to counseling.
Week 3 7/20	Relationship Building Adlerian Theory in Consultation Ethical Issues Chapters 3 & 4 Presentations Quiz 1 (chapters 1-4)	Chapters 3, 4 **Activity:** from week 2 to be continued.
Week 4 7/27	Relationship Building Consultation with Teachers/Parents Typical Issues Chapters 5 & 6 Presentations Quiz 2 (chapters 5,6)	Chapters 5, 6 **Review:** Evidence based strategies students can implement in the classroom. **Activity:** Students can practice deep breathing, visualization, and other coping strategies that work Best for them.
Week 5 8/3	Relationship Building Workshops & Education Programs	Chapters 7, 8, 9

Other Opportunities for Consult
Creating a Climate for Classroom mtg.
Chapters 7, 8, 9 Presentations
Quiz 3 (chapters 7, 8, 9)

Week 6 **8/10**	Relationship Building Consulting with Administrators Consulting in the Community School Counselor as a Leader Chapters 10, 11, 12 Presentations Quiz 4 (chapters 10, 11, 12)	Chapters 10, 11, 12
Week 7 **8/17**	Relationship Building Systemic Approach to Consultation Supporting Student Mental Health Chapter 13, 14 Presentations Quiz 5 (chapters 13, 14)	Chapters 13, 14 **Review:** NEA's School Crisis Guide a step by step outline of what to do before, during, and after any school or community crisis like a natural disaster. **Activity:** counseling dyads scenarios based on providing crisis counseling, applying a tiered model of intervention, mock plan and implement services across populations of students, selected groups and individuals.
Week 8 **8/24**	Relationship Building Trauma Infused Practices Working with Undocumented Students Chapter 15, 16 Presentations Quiz 6 (chapters. 15, 16)	Chapters 15, 16 **Review:** Virtual trauma-informed practices and supporting students through virtual school counseling: via games, virtual storytelling, music, muscle relaxation, grounding activities.
Week 9 **8/31**	Relationship Building Site Visit Paper Due & Shared HSCA Paper Due & Shared	**Review:** ASCA 7.3 Use critical self-reflection to assess accomplishments and identify mistakes to improve practice. **Activity:** Self assess using ASCA Rubric & CUH Counselor Fit Disposition Assessment

Week 10   Site Visit Paper Due & Shared
9/7   HSCA Paper Due & Shared
                    Post-test of Consultation Knowledge
                      & Skills (Quiz 7)

Chapter Presentations Sign Up

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Chapter 14

Chapter 15

Chapter 16