Course Number: PSY 741-01-3
Course Title: Mental Health Counseling
Department Name: MSCP; Behavioral Health
Term: Summer 2023
Course Credits: 3
Class Meeting Days: Tuesday
Class Meeting Hours: 5:30pm-9:20 pm
Class Location: Clarence T.C. Ching Hall, 253 Lecture
Instructor Name: Desrae Kahale
Email: Desrae.kahale@chaminade.edu
Phone: 808.722.2437 office 808 235-7393

Required Text: Clinical Mental Health Counseling: Practicing in Integrated Systems of Care 1st Edition
by Lisa López Levers PhD LPCC-S LPC CRC NCC, Debra Hyatt-Burkhart PhD LPC NCC ACS

ISBN-13: 978-0826131072

Recommended Readings and Learning Resources:

Amari, N. (2021). The use of self in counseling psychology and Buber's "turning." The
      Humanistic Psychologist, 49(4), 543–554

David, G., Shakespeare-Finch, J., & Krosch, D. (2022). Testing theoretical predictors of
      posttraumatic growth and posttraumatic stress symptoms. Psychological Trauma:
      Theory, Research, Practice, and Policy, 14(3), 399–409.

Granello, D. H. (2010). A Suicide Crisis Intervention Model with 25 Practical Strategies for
      Implementation. Journal of Mental Health Counseling, 32(3), 218–235.

Lynn Zubernis, Matthew Snyder, & Cheryl Neale-McFall. (2017). Case Conceptualization: Improving Understanding and Treatment with the Temporal/Contextual Model. Journal of Mental Health Counseling, 39(3), 181–194.

Course Description

This course will provide the Examination of contemporary mental health issues, concepts, and principles, and challenges within community mental health settings. This is a required course for the Mental Health emphasis. Prerequisites: PSY 751. This course will:

1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective. (PLO 1)
2. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. (PLO 1)
3. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to prevention initiatives and counseling. (PLO 1, 3)
4. Synthesize the concepts of the stress response system in the development of a preventative wellness model for mental health clients. (PLO 3)
5. Synthesize the concepts of the stress response system in the development of a personal self-care model that also includes personal and professional growth and self-development. (PLO 3)
6. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. (PLO 1)

MSCP CORE LEARNING OUTCOMES (CLO)

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

Mental Health Emphasis Program Learning Outcomes (PLO)

1. Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling.

2. Students will demonstrate the ability to facilitate the counseling process with clients in a mental health setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a mental health setting.

Alignment of Learning Outcomes

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

Student Learning Outcomes (SLO)

By the completion of this course:

1. Students will demonstrate the ability to facilitate the counseling process with clients. (PLO 2)
2. Students will identify the relationship between adaptation and change and the counseling process.(PLO2)
3. Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling. (PLO 3)
4. Students will identify the relationship between adaptation and change and the counseling process. The structure and operation of professional organizations, credentialing bodies, ethical codes, training standards, and professional issues unique to mental health counseling.(PLO 1, 2, 3)
5. Students will discuss and define prevention, social support, crisis and coping, and self-help in relation to self and the community.(PLO 3)
6. Students will define the referral process for mental health services and other community-based social services within the state of Hawaii.(PLO 2)
7. Students will identify the importance of diversity, multicultural sensitivity, and knowledge of the options, needs, rights and requirements of special populations relative to mental health counseling.(PLO 2)

8. Students will identify and discuss Legal and ethical issues in the field in both public and private settings.(PLO 3)
9. Students will compare and contrast the relationship between mental health counseling and assessment instruments that are utilized with various client populations in mental health counseling settings.(PLO 1)
10. Students will describe the relationship between mental health counseling and the scientific method.(PLO 1)
11. Students will identify future trends and the change process relative to issues of mental health counseling, and the use of technology in individual and group counseling settings in the community.(PLO 2,3)
12. Students will demonstrate a practical application of developmental, consultative, and life span approach to crisis counseling models and theories. (PLO 1, 2, 3)
13. Students will demonstrate the relationship between the Marianist Educational Value of Adaptation and Change, and crisis counseling in a mental health setting. (PLO 3)

Native Hawaiian Values

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('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

The Marianist Educational Values:

- Educate for formation in faith
- Provide an integral quality education

- Educate in family spirit
- Educate for service, justice, and peace
- Educate for adaptation and change

1. Educate for Formation in Faith

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

2. Provide an Excellent Education

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

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students,

faculty, and staff to excellence and maturity, because the acceptance and love of a community give its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

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

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware of that philosophy to remain vibrant in changing times, adaptations need to be made. Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by the Chaminade University of Honolulu, St. Mary's University, and University of Dayton.

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

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

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

<u>Course Expectations and Assignments</u>

<u>Counseling Theory Research Paper 100pts (Incorporates SLO 1, 2 , 3 , 5, 11,13 for learning competency)</u>

For this activity, you will choose a counseling theory and explain how that theory could be used to treat mental health issues. Use at least 3 journal articles, peer-reviewed material or book(s), and appropriate web material. This assignment is to develop your skill in:
1. Defining a counseling theory
2. Understand how it relates to counseling techniques and strategies for treatment
3. Why counseling theories are important to the professional counselor.

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

- Would I as a counselor focus on the present? Past? Future?
- Would I focus on who the client is? What he/she was? What does he/she do?
- Do my values influence my theoretical position?
- What is mental health?
- What is dysfunction?
- Do I understand the client's culture? Describe how and the importance of understanding

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

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately. Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your

response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policy.

Case conceptualizations (Incorporates SLO 1,2,3,4,5,6,7,8,9,10,11,12,13 for learning competency)

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

Your case conceptualizations should be 10-12 pages in length not including the reference and cover page. You will submit your paper with content equaling 8-10 pages not including the cover and reference page (s) Remember to cite your findings and make sure to support your material.

The first task is to find articles to help support your case conceptualizations. The purpose of this task is to select and process relevant clinical data to arrive at a working model of your client.

You will be graded using the rubric described in this syllabus. It should help you create a framework for conceptualizing, organizing, collaborating and in interpreting research articles.

All case reports need to be uploaded to CANVAS

Please include in your paper for your case conceptualization:

- Identifying data:
    - gender
    - ethnicity
    - age
    - sexual preference
    - education history
    - economic status and history
    - physical appearance
    - significant identifiers
- Presenting Problem (create a client problem or condition of which you can expand to fit the format of a case conceptualization)
    - Prior occurrence
    - Onset
    - Duration
    - Frequency

- o Severity
- o Relative importance
- o Coping mechanisms (successful, none, partial)
- o Possible diagnosis (use the DSM V to identify and describe diagnosis)
- Relevant History
  - o Medical
  - o Biosocial
  - o Education
  - o Prior problems
  - o Suicidal ideation or attempts
- Interpersonal Style (approach this section as if you were counseling the client)
  - o How does the client relate to the counselor?
  - o What is the counselors experience of the client?
  - o Does the client seem genuine in his/her description of experiences?
- Environmental factors
  - o What outside of the client's experience impacts his or her success
  - o What other people in the client's life affect their processing of situations?
  - o Is the client in school or work? How well do they get along with others?
- Personality Dynamics
  - o What behaviors indicate personality traits
  - o What concept of the client can you make based on his/her moods and communication
  - o What significantly stands out in the client's character and how?
- Counselors conceptualization of the problems
  - o Use a theory to describe the client's reasons for thought processes, behaviors and mood
- Treatment Plan: Include a theory (i.e. CBT or REBT) to use as <u>one</u> way to treat your client. When writing treatment plans it is good to use various methods of clinical treatment. Mainly because treatment will become extremely limited if we are not versatile and able to flow with the client.

<u>Canvas Discussion Participation (Incorporates SLO 2,4,5,11,13 for learning competency)</u>

Discussion like writing assignments must meet scholarly criteria. In most discussions, you will be required to upload at least two discussion posts entries. One is the "content post" which the response to the discussion questions or issues will be noted in the canvas "discussion" menu. The second will be the "response post" which is your response to the content post of another student or your instructor's posts.

Content is important and each discussion will have its own specific topic area. Where required you will provide outside references, professional experience, or other supportive information.

Response post: Your response post should be a substantive response to the post of another student's content post. Your response should go beyond comments such as

"how interesting" or "I like what you said". You may add information to the content post, ask an informed question, or share some professional experience related to the post. You may even be critical of the content post, as long as you maintain a scholarly tone of voice, and where possible, present a reference to support your point. Remember it's appropriate to critique information, but not to critique the student.

All posts should have breadth, substance, and add meaning to the discussion. All discussion posts, whether content posts or response posts must be carried out in a professional tone of voice, using proper grammar and sentence structure, and where appropriate following APA form and style in citing outside resources.

- I will post 2 questions for each discussion activity. You will enter the discussion platform through Canvas Discussion and post your response. Although you are required to answer 1 question and respond to a post, you will have a chance to answer 2 questions and respond to another students post. This will allow you to earn extra credit of up to an additional 10 points.

If you miss the time frame to enter the discussion or to submit an assignment, you will not be able to make it up.

Power points, lectures, notes and zoom:
Before we meet for class, please review the course outline and assignments due. Each week you will have access to recorded lectures and slides on Canvas and the shared google drive. It is your responsibility to keep up with the lectures and information especially when asynchronous learning is scheduled.

I am also available via ZOOM or phone. You are encouraged to request and schedule time with me if you need.

Quizzes
All quizzes are on Canvas. Quizzes are scheduled and you will be allowed to access the quizzes for up to 1 week per quiz. Each quiz will be timed so be mindful of the time allotted to complete the quiz. You will have an opportunity to retake the quizzes 1 time only during the 1 week that they are open.   The quizzes will be based on topics per lectures, PowerPoints and notes.

CANVAS FILE : You are able to access information to complete activities in reference to course content. To use these resources, you must download the material onto your device and then use or complete the assignment.

- assessments
- inventories
- PowerPoints

- lectures
- sample client conceptualization(s)
- worksheets
- resources

RUBRIC: Your written assignments will be graded using this rubric. There will be 10% deduction each day it is late up until 3 days where by the assignment will no longer be accepted.

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

			many errors in grammar, mechanics, and APA formatting.

Assessment

Exam	1 @ 100 points
Counseling Theory research paper	1 @ 100 pts
Canvas Discussions	5 @ 20 pts ea. = possible 100 pts
Participation (DYADs)	5 @ 2 pts ea. = 10 pts
Case conceptualization	1 @ 100 pts
Quizzes	3 @ 30 pts = 90 pts
Total	500

Grading
A = 500 (100 %) – 450 (90%)
B = 449(89 %) – 400 (80%)
C = repeat the course

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design and Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations. Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory http://allpsych.com/researchmethods/replication.html

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

Late Work Policy
So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not

be predictable especially during the current time. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me before class starts and that all assignments are due on the date that is posted on the syllabus.

Writing Policy

Title Page

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

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

Font

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

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

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

Reference

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

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

Instructor and Student Communication

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

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites (with the exception of online classes). Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 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 am a mandated reported and must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

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

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing me at the Chaminade email address, calling me or by leaving a message on my office phone before class starts will justify an excused absence.

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

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

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

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

[Psychologist and Self Care](#)
[https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care](#)

[ACA Ethical Guideline](#)

Tentative Course Schedule

Date	Topic	Assignments due
Week 1	Review syllabus Intro to Clinical Mental Health Counseling	Read ch 1

Week 2:	Ch 2 ppt: A context for understanding and Beginning the Practice of Clinical Mental Health Counseling Ch 3 ppt: Allied and Clinical Mental health systems of Care Integrated Care	Read ch 2 1st Canvas Discussion
Week 3	Review Ch 4:ppt Case Conceptualization/assessments/Diagnosis BDI Anxiety LEC PTSD PHQ9 Case Conceptualization Video	Read Ch 4 DYAD (3): in class assessments Outline of Case conceptualization
Week 4:	Review ppt: Ch 5: Crisis Disaster and Trauma Issues in Clinical Mental Health Counseling Review Ch 6 ppt:Community Based Mental Health Counseling Recovery Models and Multidisciplinary Collaboration Documentation DAP/SOAP Motivational Interviewing	Read Ch 5 & 6 Quiz #1 DYAD 4 Counseling Research Paper due
Week 5:	Review: Ch 7ppt: Record Keeping and Documentation	2nd Canvas Discussion DYAD 5 : tx planning

	Review Ch 9 ppt : Client advocacy, Access, Equity and Resilience Treatment Planning	
Week 6:	Review Ch 11ppt: Contexts of Culture and Systemic Influence	3rd Canvas Discussion Quiz #2
Week 7:	Review Ch 12ppt: Advocacy, Third Party Payers and Managed Care	4th Canvas Discussion
Week 8:	Review Ch 13ppt: Clinical Supervision and professional Development	Case Conceptualization due
Week 9:	Review Ch 14 & 15 Counselor Self Care and Personal Development New Frontiers for Clinical Mental Health Counselors	5th Canvas Discussion Quiz #3
Week 10:	Final Exam Case Presentations	Final Exam – Canvas

Course Website: CANVAS

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

Tutoring and Writing Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 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 'Ike's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Tech Tools

PowerPoint

basic powerpoint demo

10 Tips on creating a powerpoint

How to convert a PowerPoint to Google Slides

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

How to share a video on Google Drive

1. Open your Google drive account.

2. Click the "+New" button on the left hand side and upload your video from your computer. If your video file is already uploaded to Google Drive, locate it in your Drive's file list.

3. Click on the video file once to highlight it.

4. Right-click on the file name to open a menu of options.

5. Click "Share."

6. In the pop-up window that appears, type in the contact name or email address of the person that you want to share the video with.

7. Click "Send."

Screen Cast O Matic

Recording Assistance: [Screen Cast O Matic Tutorial (FREE)](#)

[Video Editing Tips](#)