



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

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

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 726-90-3

Course Title: Contemporary Mental Health Issues in School Settings

Term: Spring 2024

Class Meeting Days: Online

Class Meeting Hours: Asynchronous

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

Instructor Name: Kacie Cohen, LMHC, NCC

Email: Kacie.cohen@chaminad.edu

Phone: 808-735-4745

Office Location: Behavioral Sciences Bldg.

Office Hours: By appointment only

Instructor Availability: Questions for this course can be emailed to the instructor at Kacie.cohen@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours or the next business day.

Required Text: Auger, R. (2011). *The school counselor's mental health sourcebook: Strategies to help students succeed*. Corwin Press

Additional Learning Materials:

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

University Course Description

This course provides an examination of contemporary mental health issues, concepts, principles, and challenges within school settings. Prerequisites: PSY 500, 501, 751.

Course Overview

This course is designed for persons working in a school or mental health setting providing mental health services, academic support, and/or guidance to PK-12 students. This course takes a deeper look into the challenges faced by children through young adulthood. In particular, issues pertaining to diversity, stress management, anxiety, depression, and the importance of social-emotional learning, prevention, and self-care, will be highlighted.

Yellow = Instructor should update

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)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

1. Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)
2. Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) This will be assessed by conducting a literature review on a contemporary mental health issue and weekly disorder assignments.
3. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2) This will be assessed by conducting a literature review on a contemporary mental health issue.
4. Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments.

Tentative Course Schedule

| Module Week | Topic & Assignments | PLO / CLO's |
|-------------|---|--|
| 1 | <p style="text-align: center;">Mental Health, Children, and Schools: A Call To Action</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Mental Health, Children, and Schools: A Call to Action • Intervention Basics <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • The Chapter 1 & 2 (skip pgs.8-9) refer to DSM 5th edition • School Counselor and Student Mental Health • We All Have Mental Health • Videos (The Importance of Truly Seeing Your Students / Providing Daily Support System) : Letting Your Students Be Seen • Review: Literature Review Project Requirements | <ul style="list-style-type: none"> • Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments. |
| 2 | <p style="text-align: center;">Culture, Race, and Children's Mental Health</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Culture, Race, and Children's Mental Health • The Gift of Being Seen <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Videos (Intersectionality / What Teenagers Want You to Know) Discussion: The Gift of Being Seen • Assignment: Youth Academic Councils • Chapter 3 Assignment and Video (Challenges and Rewards of a Culturally Informed Approach to Mental Health) | <ul style="list-style-type: none"> • Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) This will be assessed by conducting a literature review on a contemporary mental health issue and weekly disorder assignments. • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly |

| | | |
|---|--|---|
| | | <p>disorder assignments.</p> <ul style="list-style-type: none"> Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) |
| 3 | <p style="text-align: center;">Disruptive Behaviors Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> Disruptive Behavior Disorders Resources and Tools: Help Client Express Their Emotions What are Disruptive Behavior Disorders (Collaboration to Building Skills) <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> Assignment and Video: What are Disruptive Behavior Disorders? (Collaboration to solve problems to build skills) Assignment, Resources, and Tools: How to Help Clients Express Their Emotions Reading: Moving Beyond Discipline of Disruptive Behavior: Recognizing and Treating the Effects of Trauma on Adolescents Reading: School Based Interventions for Aggressive and Disruptive Behaviors Reading: I Can Statements-Detailed Descriptions | <ul style="list-style-type: none"> Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 4 | <p style="text-align: center;">Attention-Deficit/ Hyperactivity Disorder</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> Attention-Deficit/ Hyperactivity Disorder Teens with ADHD ADHD and Me: Tips for Teens to Know? | <ul style="list-style-type: none"> Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the |

Yellow = Instructor should update

| | | |
|---|---|---|
| | <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Assignment: Activities and interventions to support students with mood disorders • Assignment: Chapter 6 Mood Disorders • Reading; School-Based Interventions for Students with Depressive Disorders | <p>school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</p> <ul style="list-style-type: none"> • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 5 | <p style="text-align: center;">Mood Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Mood Disorders • Interventions to Support Students with Mood Disorders • School Based Interventions for Students <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Assignment: Activities and interventions to support students with mood disorders • Assignment: Chapter 6 Mood Disorders • Reading: School-Based Interventions for Students with Depressive Disorders | <ul style="list-style-type: none"> • Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 6 | <p style="text-align: center;">Anxiety Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Anxiety Disorders • Students Being Informed • Teenager’s Brain <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Students Being Informed: Do I Have An Anxiety Disorder? (Resources) | <ul style="list-style-type: none"> • Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • Video: How risk-taking changes a teenager's brain Kashfia Rahman • Reading: Facts for Educators: Anxiety Disorders • Reading: 7 Ways to Support Children and Young People Who Are Worried | <p>weekly disorder assignments. (PLO 2, 3, 4)</p> <ul style="list-style-type: none"> • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 7 | <p style="text-align: center;">Autism Spectrum Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorders • Understanding Autism in the School Setting <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Assignment: Activities for Kids on the Autism Spectrum • Activity: Understanding Autism in the School Setting | <ul style="list-style-type: none"> • Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 8 | <p style="text-align: center;">Communicating with Teachers and Families About Student's Mental Health Needs</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Communicating with Teachers and Families About Student's Mental Health Needs • Families to Support Student Mental Health <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Activity: Families to Support Student Mental Health | <ul style="list-style-type: none"> • Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments |

| | | |
|----|--|---|
| | <ul style="list-style-type: none"> • Reading: Best Practices for Communicating With Families During Crisis • Reading: Talking to Children About Violence | <p>assignments. (PLO 2, 3, 4)</p> <ul style="list-style-type: none"> • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments |
| 9 | <p>Complete Literature Review & Self Care</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> • Counselor Self- Care • Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> • Assignment and Question Review • Complete Requirements for Literature Review Assignment | <ul style="list-style-type: none"> • Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2) |
| 10 | <p>Submit Literature Review Project: Promoting Mental Health in Schools for Specific Mental Health Issue</p> <p>*Submit: Requirements for Literature Review Assignment</p> | <ul style="list-style-type: none"> • Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2) |

Grading

This section includes a description of, requirements for, and points for each assignment. In addition, it includes total points and the grading scale of

A = point range: for example 90% and above of total points

B = point range: for example between 80-89% of total points

C= not passing range: for example below 80% of total points

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.

Assignment and Assessments:

1) Literature Review: (300pts)

Yellow = Instructor should update

Students will conduct a literature review on the following 4 components:

- 1) Promoting Mental Health in Schools for 1 specific Mental Health Issue you are interested in or would like to research more about. (*Example: ADHD, Anxiety Disorders, Specific Mood Disorder, Autism, etc.*)
- 2) Cultural Humility and Diversity, Ethical Considerations, and Professional Responsibilities
- 3) Best Practices, Counseling Techniques, and Interventions
- 4) Conclusion and Future Considerations

2. Identify at least 10 studies published from 2010 to 2023 on this topic and analyze the results, 5 of the published studies must be within the past 5 years.

3. Write a 10-page literature review paper, including a summary of the studies, analysis of the results, best practices, techniques and interventions, recommendations for promoting cultural humility, diversity, ethics, and professional responsibilities in the context of school mental health services, as well as future considerations in the identified mental health issue.

4. The paper must follow APA formatting guidelines, including a title page, abstract, introduction, literature review, conclusion, and references.

2) Weekly Chapter and Video Assignments: (10 pts each @ 13 = 130 pts)

Student will complete weekly assignments which will examine evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting, as well as the roles and functions of a school counselor from a biopsychosocial and systemic perspective.

3) Discussion Posts (5 pts each @ 3 = 15 pts)

Students will review videos and engage in thoughtful discussions regarding the roles and functions of a school counselor from a biopsychosocial and systemic perspective.

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

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

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

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

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

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

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

The above quotes were taken directly from:

Research Design And Counseling
Heppner, Kivlighan, and Wampold

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

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

The above quotes were taken directly from:

Research Method In Social Relations
Kidder

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

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

The above quotes were taken directly from:

Methods In Behavioral Research
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken from:

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

Canvas

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

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

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)

Yellow = Instructor should update

- [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 ‘Ike: 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.

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):

Yellow = Instructor should update

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.

This course carries 3 credit hours and entails 135 clock hours of student engagement, aligning with the official CUH Credit Hour Policy. For students enrolled in this course, approximately 40 hours will be dedicated to composing and refining a literature review project paper. Additionally, there's an anticipated 95 hours of supplementary work, which includes 30 hours for videos, 30 hours for chapter readings, 20 hours for chapter assignments, and 15 hours for best practices readings. This supplementary workload averages around 9.5 hours per week.

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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Educate for Formation in Faith

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

2. Provide an Excellent Education

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

3. Educate in Family Spirit

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

4. Educate for Service, Justice, and Peace

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

5. Educate for Adaptation to Change

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

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

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

Native Hawaiian Values

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo No’eau 1957)
Acquire skill and make it deep

Yellow = Instructor should update

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