Chaminade University
OF HONOLULU

Course Number: PSY 729 -90-3
Course Title: Advanced Counseling Techniques
Department Name: MSCP; Behavioral Health
Term: Summer 2024
Course Credits: 3
Class Meeting Days: M, T, W, Th, F, Sa, Su
Class Meeting Hours: 5:30-9:30 pm
Class Location: Online
Instructor Name: Desrae Kahale
Email: Desrae.kahale@chaminade.edu;
Phone: 808.722.2437 or (808).235.7393

Instructor Availability

I will respond to emails within 24 hours. If you leave me a question in an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible.

Discussion and assignment feedback will be posted no later than 48 hours after its respective due date. Exam scores will be made available to you once you have completed it in Canvas.

Text

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Additional Learning Materials

Refer to the Canvas classroom for the additional learning materials.

University Course Description

This course provides an experiential, in-depth, and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling in community mental health settings. Prerequisites: PSY 636.

Course Overview

This course is designed for persons working in a mental health setting. This course provides applied learning that links counseling theory to practice based on the current best-practice literature.

Course Approach

We will be utilizing an in-person and online seminar approach; thus, we will be incorporating class discussions in-person and via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

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.

3. Students will demonstrate the ability to facilitate the counseling process with clients.

4. Students will identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. Assessment method: Short answer exam. (PLO 2)

2. Evaluate and compare different counseling approaches, including their underlying assumptions and evidence-base, and assess their applicability to community mental health settings. Assessment Method: Conceptual Framework paper. (PLO2).

3. Implement advanced skills in implementing best-practice counseling approaches in community mental health settings. Assessment method: In-class observation and feedback. (PLO3).

4. Plan, develop, and facilitate individual and group counseling sessions, to include progress notetaking, treatment planning, and theoretical and applied perspectives in mental health counseling. Assessment method: Case Conceptualization presentation. (PLO 2)

5. Engage in self-reflection and reflexivity, considering the impact of personal values, biases, and assumptions on the counseling process and the therapeutic relationship Assessment method: Reflective journaling. (PLO3, 4).

Assignments Chart

Literature Review	100 pts
Theory Pre-Test (10)	1 0 (1pt ea)
Theory-Based Intervention Design	100 pts
Group Presentation on Counseling Modalities	50 pts
Counseling Session DYADS/Role-Plays (9) Tx plans & DAP notes (9)	135 pts • 5 pts ea. Dyad • 5pts ea. DAP • 5pts ea.Tx plan
In-Depth Case Analysis Report (5)	100 pts (20 pts each x 5)
Final Exam	100 Pts
Total points possible	A = 595 -575 B = 575 – 555 554 and below = repeat the course

#1 Literature Review Assignment

The purpose of this assignment is to conduct a comprehensive literature review on counseling theories. The review should examine various theoretical frameworks used in the counseling process, their foundational concepts, the context in which they were developed, and the evidence supporting their efficacy. This assignment will help you develop a deeper understanding of the different approaches to counseling and their practical applications.

Objectives
- To understand the main counseling theories and their underlying principles.
- To critically evaluate the strengths and limitations of each counseling theory.
- To explore the empirical evidence supporting the effectiveness of the theories.
- To compare and contrast the theories in terms of their practical application in counseling settings.
- To reflect on the cultural and ethical considerations associated with each theory.

Format and Structure

Your literature review should be structured in the following format, with each section addressing the corresponding requirements:

Title Page
- Title of the assignment
  - Your name
  - Course name and number
  - Instructor's name
  - Date of submission
Abstract (150-250 words)
- Provide a brief overview of your literature review.
- Summarize the key points and findings.
- Indicate the scope of the review and the theories covered.
Introduction (1-2 pages)
- Introduce the topic of counseling theories.
- State the purpose and significance of the review.
- Outline the criteria for inclusion and exclusion of literature.
- Present the organization of the review.
Body (8-10 pages)

The body of your review should be organized into sections based on the counseling theory being reviewed. For the counseling theory, address the following points:
Historical Context and Development
- Discuss the history and development of the theory.
- Identify key contributors and seminal works.
Key Concepts and Principles
- Describe the core concepts and principles of the theory.
- Explain the theory's perspective on human behavior, personality, and psychological distress.
Therapeutic Process and Techniques
- Examine the therapeutic process associated with the theory.
- Detail the specific techniques and interventions used within this framework.
Application to Diverse Populations
- Explore how the theory is applied to different populations and cultural contexts.
- Discuss any adaptations or considerations for diverse clients.

Empirical Evidence
- Review the empirical evidence for the efficacy of the theory in counseling practice.
- Evaluate research studies, including their methodology and findings.

Critique
- Analyze the strengths and limitations of the theory.
- Discuss any controversies or criticisms.

Comparison and Contrast
- Compare and contrast the theory with at least one other counseling theory.
- Highlight similarities and differences in approach and application.

Conclusion (1-2 pages)
- Summarize the main points of your review.
- Reflect on the implications of your findings for counseling practice.
- Propose directions for future research.

References
Provide a comprehensive list of all sources cited in your review.

- Adhere to APA formatting throughout your paper.

Appendices (if necessary)
- Include any additional materials such as tables, figures, or charts that support your review.

Formatting Guidelines

- Length: 8-10 pages, double-spaced (excluding title page, abstract, references, and appendices).
- Font: Times New Roman, 12-point.
- Margins: 1-inch on all sides.
- APA formatting: Ensure in-text citations and references are formatted according to the latest APA guidelines.

Submission

- Draft due date: 8/5/24
- Final submission due date: 9/01/24

Rubric for Assignment #1

Criteria	Points Possible	Description
Abstract	10	Conciseness and Clarity (5 points): Brief summary that is concise and clear. Completeness (5 points): Includes scope and covered theories.
Introduction	10	Introduction of Topic (5 points): Clear definition and relevance. Presentation of Structure (5 points): Effective outline of structure and scope.

Body	50	Historical Context and Development (5 points) Key Concepts and Principles (10 points) Therapeutic Process and Techniques (10 points) Application to Diverse Populations (5 points) Empirical Evidence (10 points) Critique (5 points) Comparison and Contrast (5 points)
Conclusion	10	Summary of Findings (5 points): Effective summary of main points and implications. Future Research Directions (5 points): Insightful suggestions for future studies.
References	10	APA Formatting (5 points): Adherence to APA format. Comprehensiveness (5 points):Inclusion of all sources cited, demonstrating thorough research.
Formatting	10	General Formatting (5 points): Adherence to specified formatting guidelines. Quality of Writing (5 points): Clarity, coherence, and professionalism.
Total	100	

Deductions for Lateness: -5 points per day late.

Plagiarism: Zero tolerance, resulting in a score of zero for the assignment.

#2 Theory-Based Intervention Design Assignment

- Select a specific population or issue (e.g., adolescents with anxiety, aging and addiction) and design a detailed counseling intervention based on a theory studied in the course. This assignment should pair with your literature review supporting the choice of theory, a session-by-session breakdown of activities, and anticipated outcomes.
- Example in CANVAS

#3 Counseling Modalities Presentation

Prepare a PowerPoint presentation with 4-6 slides not including reference slide. Be as creative as you like. Choose a counseling theory in which will be applied in group therapy.   Start by defining what you want the audience to learn or achieve by the end of your presentation. For example, to understand specific group counseling techniques and how to apply them effectively.

Gather Content using the following prompts:
- Introduction to the theory used in the group counseling exercise:

- Briefly explain the theory and how it applies to group counseling and its benefits.
- Core Techniques: Discuss key techniques as it applies to the theory technique such as active listening, empathy, group dynamics, conflict resolution, and others. Provide definitions and examples for each.
- Application: Show how these techniques are used in context of the theory you chose.
- Challenges and Solutions: Talk about common challenges in group counseling and offer solutions or strategies to overcome them with the emphasis of the theory you are demonstrating.
- No duplicated presentations. Access shared google drive to declare your choice of theory:
  - Chapter 2: Psychoanalytic Approaches
  - Chapter 3: Individual Psychology and Adlerian Therapy
  - Chapter 4: Existential Theory and Therapy
  - Chapter 5: Person-Centered Theory and Therapy
  - Chapter 6: Gestalt Theory and Therapy
  - Chapter 7: Behavioral Theory and Therapy
  - Chapter 8: Cognitive Behavioral Theory and Therapy
  - Chapter 9: Choice Theory and Reality Therapy
  - Chapter 10: Feminist Theory and Therapy
  - Chapter 11: Constructive Theory and Therapy
  - Chapter 12: Family Systems Theory and Therapy

#4 Counseling Session Role-Plays Assignment

In DYADs, everyone will engage in role-plays of counseling sessions, acting as both counselor and client. Each session should demonstrate the use of a specific counseling theory. After the role-play, both participants provide feedback on the application of the theory, techniques used, and areas for improvement. After each session, you will complete a DAP note and Tx plan. Templates for DAP and Tx plan are accessible in CANVAS.

#5 In Depth Case Analysis Reports

You will complete 5 in depth case analysis reports from case presentations provided in your course book. In-depth case analysis reports on counseling theories serve as comprehensive examinations of real-life or hypothetical client scenarios through the lens of various counseling theoretical frameworks. These reports are crafted to dissect the case intricately, applying one or more counseling theories to understand the client's situation, behavior, and the potential methods of intervention. This exercise enhances critical thinking, diagnostic skills, and theory-to-practice integration, which are indispensable for effective counseling.

To complete an in-depth case analysis report on counseling theories, begin by carefully reading the client case provided. For each theory chosen, first provide a brief overview, including its key concepts and how it explains human behavior and personality development. Include identifying specific behaviors or issues presented by the client and interpreting these through the lens of the theory. Discuss potential treatment goals and interventions based on the theoretical framework, ensuring you justify your choices with evidence from the case and relevant literature. Conclude your report by reflecting on the strengths and limitations of applying the chosen theory to the client case. Throughout your report, maintain an objective and analytical tone, supporting your analysis with citations from academic sources to validate your application of the counseling theories. Templates for this activity are accessible in CANVAS.

#6 Final Exam

The exam is a comprehensive 100-point test designed to assess the your' understanding and proficiency in a variety of therapeutic methods essential for effective counseling. This exam encompasses a range of questions - from multiple-choice and true/false to short essay responses - aimed at evaluating the students' knowledge of different counseling theories, communication skills, ethical considerations, and their ability to apply these techniques in real-life scenarios. It covers essential topics such as active listening, empathy expression, the utilization of open-ended questions, boundary setting, and the implementation of specific strategies tailored to diverse client needs. The exam is devised to challenge you to critically analyze case studies, demonstrate problem-solving skills, and articulate your reasoning behind choosing particular counseling approaches.

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 Design And Counseling Heppner, Kivlighan, and Wampold

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

Canvas
Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.
Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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

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

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,

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

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

Class	Assignments	Due
1	Review Syllabus, Watch Video in CANVAS; Read Ch.1 : Psychotherapy and Counseling Essentials, Ch.2 Psychoanalytical Approaches ; Ch 13 Developing Multicultural Orientation and Skills. • Theory/Technique presentation selection • Complete Pre-test in CANVAS	7/7
2	Watch Video in CANVAS; Read/review Ch.3 : Individual Psychology and Adlerian Therapy, Read Ch 14 Psychotherapy and counseling integration; Tx planning and DAP notes review; Review Theory Based Intervention and instruction. USE Templates for DYAD, DAP and TX Plan in CANVAS. • Complete Pre-test in CANVAS • Complete DYAD • Complete DAP • Complete Tx Plan	7/14

3	Watch Video; Read /review Ch. 4 : Existential Theory and Therapy; Review and prep for case analysis. USE Templates in CANVAS for DYAD, DAP, Case Analysis and TX Plan.	7/21

- Complete Pre-test in CANVAS
- Complete DYAD
- Complete DAP
- Complete Tx Plan
- Case Analysis 1 due

4	Watch Video; Read /review Ch. 5 Person Centered Theory and Therapy; Case analysis 2 prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis and TX Plan.	7/28

- Complete Pre-test in CANVAS
- Complete DYAD
- Complete DAP
- Complete Tx Plan
- Case Analysis 2 due

5	Watch Video; Read/review Ch. 6 Gestalt Theory and Therapy; Case analysis 3 prep; Theory based Intervention prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	8/4

- Case Analysis 3 due
- Complete Pre-test in CANVAS
- Complete DYAD
- Complete DAP
- Complete Tx Plan

6	Watch Video; Read/review Ch. 7 Behavioral Theory and Therapy; Read Ch 8 Cognitive Behavioral Theory and Therapy; Case analysis 4 prep; Theory based Intervention : USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	8/11

- Complete Pre-test in CANVAS
- Complete DYAD
- Complete DAP
- Complete Tx Plan
- Theory Group Therapy/Technique Presentation due; upload into google drive

7	Watch Video in CANVAS; Read/review Ch. 9 Choice Theory and Reality Therapy; Case analysis #5 prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	8/18

- Complete Pre-test in CANVAS
- Complete DYAD
- Complete DAP
- Complete Tx Plan
- Case Analysis 4 due

- Theory Based Interventions due

| 8 | Watch Video; Read/review Ch. 10 Feminist Theory and Therapy; Read Ch. 10 Feminist Theory and Therapy; Pre-test in CANVAS; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan. | 8/25 |

- Complete Pretest
- Complete DYAD
- Complete DAP
- Complete Tx Plan
- Case Analysis 5 due

| 9 | Watch Video; Read/review Ch. 11 Constructive Theory and Therapy; Read ch. 12 Family Systems Theory and Therapy; Case analysis 5 review | 9/1 |

- Complete Pre-test in CANVAS
- DYAD
- DAP/Tx Plan in class
- Literature Review Paper Due

| 10 | Final Exam
Closure | 9/8 |