



EPSY 704 Course Syllabus

3140 Waiialae Avenue
Honolulu, HI 96816
www.chaminade.edu

Course Number: EPSY-704-90-7

Course Title: Advanced Counseling Theories and Techniques

Term: Winter 2022/23

Credits: Hybrid, 3 credits

Instructor Name: Blendine Hawkins, PhD, LMFT

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Virtual Office Hours: Please email me to set up zoom meetings.

University Course Catalog Description

An in-depth and comprehensive exploration of the theoretical background and practical application of selected contemporary approaches to mental health counseling with school aged children and youth.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on the Marianist values and is focused on developing strong and highly qualified mental health providers to support the needs of Hawaii's keiki (children) in school settings. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the EdD in Educational Psychology student in their development as clinical practitioners and in their future roles as educational psychologists, school psychologists, scholars, mental health counselors, supervisors, and leaders.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

Upon completion of the Educational Psychology program, students will be able to:

PLO1: Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.

PLO2: Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.

PLO3: Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.

PLO4: Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Course Learning Outcomes (CLO)

Upon completion of the course, Educational Psychology students will be able to:

1. Define the legal and ethical responsibilities regarding the counseling relationship, in particular, in counseling minors.
2. Analyze and apply evidence-based practices for counseling children and adolescents.
3. Develop a conceptual understanding of the processes underlying interpersonal, emotional, and cognitive changes in children and adolescents.
4. Implement evidence-based interventions for students who have been identified with a wide variety of problems, issues, and/or disorders.

Learning Materials

Required readings

Erford, B. (2019). *45 Techniques Every Counselor Should Know*, 3rd Edition. The Merrill Counseling.

Recommended texts

Knapp, S. E., Berghuis, D. J., & Dimmitt, C. L. (2014). *The school counseling and school social work treatment planner, with DSM-5 updates*. John Wiley & Sons.

Steele, R. G., Roberts, M. C., & Elkin, T. D. (2008). Evidence-based therapies for children and adolescents: Problems and prospects. In *Handbook of evidence-based therapies for children and adolescents* (pp. 3-8). Springer, Boston, MA.

Theodore, L. A. (Ed.). (2016). *Handbook of evidence-based interventions for children and adolescents*. Springer Publishing Company.

Timmer, S., & Urquiza, A. (2014). Evidence-based approaches for the treatment of maltreated children. *Child Maltreatment*, 3.

**All required readings (chapters or articles) will be posted on the course learning site, Canvas.*

Assessment

Course Learning Outcomes (CLO)	Assessment	Contribution to final grade
CLO 1: Define the legal and ethical responsibilities regarding the counseling relationship, in particular, in counseling minors.	Consultation Online Discussion (15 pts)	15% totaling in 100%
CLO 2: Analyze and apply evidence-based practices for counseling children and adolescents.	Research Review White Paper (20 pts)	20% totaling in 100%
	Attendance (5 pts)	5% totaling in 100%
CLO 3: Develop a conceptual understanding of the processes underlying interpersonal, emotional, and cognitive changes in children and adolescents.	Final Theory Application and Case Conceptualization Paper (35 pts)	35% totaling in 100%
CLO 4: Implement evidence-based interventions for students who have been identified with a wide variety of problems, issues, and/or disorders.	Class Role-plays- vignette, enactment and peer assessment (25 pts)	25% totaling in 100%

Assessment	Points	Description
Consultation Online Discussion	15 pts	For this assignment, each student will provide an example of an ethical dilemma drawing from their own experience in the school system (do not post any identifying information but provide a realistic example). All students will then respond to 3 of their colleagues, providing a substantive response for how to manage or navigate this situation. <u>Responses must reference existing ethical codes or pertinent laws/legislation.</u>
Research Review White Paper	25 pts	For this assignment, students will identify one evidence-based intervention for use with children or youth that has considerable research to support it. They will construct a short report (between 2 to 3 pages, single-spaced, 12-pt font) presenting the intervention, the evidence, the applications specifically to children/youth within the school context, the efficacy, and any practical limitations.
Attendance	5 pts	Students must make every effort to attend all 5 class meetings.

Final Theory Application and Case Conceptualization Paper	35 pts	For this assignment, students will identify a concern and population with which they foresee counseling or are passionate about working with. They will conceptualize the case with a theory and systemic lens, identifying how they might approach working with the client alongside their academic team, and what interventions from the theory would be useful. This paper must be at least 8 pages, not including cover page and references, and use APA format (double-spaced, 12 pt-font, correct in-text citation and Reference page).
Class Role-plays	25 pts	For this assignments, students will participate in 3 role-plays with their peers that is modeled after a typical counseling process (assessment, treatment planning, and intervention session). Each student will create a vignette and enact that role when playing the client. Each student when playing the counselor is expected to enact the following 1) assess and diagnose (or recommend further evaluation), 2) co-construct treatment goals and plans with systemic considerations, and 3) administer an intervention and assess for its effectiveness. Finally, every student will provide their colleague with written feedback about their performance as a counselor.

Class Readings

- Baruth, L. G., & Manning, M. L. (2000). A call for multicultural counseling in middle schools. *Clearing House*, 73(4), 243–246.
- Brown, J. M., Naser, S. C., Brown Griffin, C., Grapin, S. L., & Proctor, S. L. (2022). A Multicultural, Gender, and Sexually Diverse Affirming School-Based Consultation Framework. *Psych in the Schools*, 59(1), 14–33.
- Esquivel, G. B., & Keitel, M. A. (1990). Counseling immigrant children in the schools. *Elementary School Guidance & Counseling*, 24, 213–221.
- Franklin, C., Biever, J., Moore, K., Clemons, D., & Scamardo, M. (2001). The effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*, 11(4), 411-434.
- Garza, Y., & Bratton, S. C. (2005). School-Based Child-Centered Play Therapy with Hispanic Children- Outcomes and Cultural Consideration. *International Journal of Play Therapy*, 14(1), 51–80.
- Gehart, D. R. (2015). *Theory and treatment planning in counseling and psychotherapy*. Cengage Learning.
- Glosoff, H. L., & Pate, R. H., Jr. (2002). Privacy and Confidentiality in School Counseling. *Professional School Counseling*, 6(1), 20–27.
- Hoagwood, K., & Johnson, J. (2003). School psychology: A public health framework: I. From evidence-based practices to evidence-based policies. *Journal of School Psychology*, 41(1), 3-21.
- Jimerson, S. R., Sharkey, J. D., Nyborg, V., & Furlong, M. J. (2004). Strength-based assessment and school psychology: A summary and synthesis. *The California School Psychologist*, 9(1), 9-19.
- Kratochwill, T. R., & Shernoff, E. S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School psychology review*, 33(1), 34-48.
- Lonborg, S. D., & Bowen, N. (2004). Counselors, Communities, and Spirituality- Ethical and Multicultural Considerations. *Professional School Counseling*, 7(5), 318–J.
- McMahon, H. G., Mason, E. C., Daluga-Guenther, N., & Ruiz, A. (2014). An ecological model of professional school counseling. *Journal of Counseling & Development*, 92(4), 459-471.
- Moe, J. L., Perera-Diltz, D. M., & Rodriguez, T. (2012). Counseling for wholeness: Integrating holistic wellness into case conceptualization and treatment planning. *Journal VISTAS*, 1.
- Nastasi, B. K., Chittooran, M. (Rina) M., Arora, P., & Song, S. (2020). Infusing global and intercultural perspectives to transform school psychology and school psychologists. *School Psychology*, 35(6), 440–450.
- Paone, T. R., Malott, K. M., & Maldonado, J. M. (2008). Exploring Group Activity Therapy with Ethnically Diverse Adolescents. *Journal of Creativity in Mental Health*, 3(3), 285–302.
- Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally Responsive Consultation among Practicing School Psychologists. *Journal of Educational and Psychological Consultation*, 30(2), 119–155.
- Remley Jr, T. P., Rock, W., & Reed, R. (2017). *Ethical and legal issues for school counselors*.
- Rhodes, J., & Ajmal, Y. (1995). *Solution focused thinking in schools*. London. Brief Therapy Publication.
- Rosemary Flanagan, Susan Jacob, & Jeffrey A. Miller. (2005). The 2002 revision of the American Psychological Association’s ethics code-Implications for school psychologists. *Psychology in the Schools*, 42, 433–445.
- Thomson, B. (2017). Selective Mutism in Immigrant Children- Cultural Considerations for Assessment and Intervention. *Communique*, 46(2), 4–6.-2.

Points Breakdown

Assignments	Max Points
Consultation Online Discussion	15 pts
Research Review White Paper	20 pts
Attendance	5 pts
Final Theory Application and Case Conceptualization Paper	35 pts
Class Role-plays	25 pts
	100%

Late Policy

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 5% late deduction FOR EACH DAY IT IS LATE. In cases of emergent or unanticipated events, I will give an extension only if a) the request is received 24 hours prior to the due date and b) you provide documentation. There will not be any extensions for the final week assignments.

Attendance

Since this is a doctoral course requiring students to engage fully in critical analyses and synthesis of complex concepts, it is important to attend every class. You are responsible to inform me prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class can result in a failing grade (Graduate programs policy). If you miss more than one class, you will be given a "C" and you must retake the class. In addition, instructors have the option to penalize for tardiness or leaving early.

Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

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.

Schedule

Class Meeting :

No class Meeting :

Week	Topic	Readings	Assignments Due
Week 1 1/12/23	<ul style="list-style-type: none"> • Introductions • Ethical Considerations of working with minors • Theories & Models • Solution-focused Brief Counseling Approaches 	Journal articles posted on Canvas	
Week 2	No Class Meeting <ul style="list-style-type: none"> • Ethical Consultation 	Erford (2019) Ch 1-4 Journal articles posted on Canvas	Engage in Consultation Online Discussion- Initial post
Week 3 1/26/23	<ul style="list-style-type: none"> • Systemic Assessment & Conceptualization • Cultural Considerations • Adlerian & Psychodynamic Approaches • Role-Play (Assessment session) 	Journal articles posted on Canvas	
Week 4	No Class Meeting <ul style="list-style-type: none"> • Assessment & Evaluation 	Erford (2019) Ch 5-8	Submit- <ul style="list-style-type: none"> • Role-play Assessment paperwork • Feedback to Colleague
Week 5 2/9/23	<ul style="list-style-type: none"> • Evidence-based practices • Strategic, Paradoxical & Experiential approaches • Role-Play (Treatment-planning session) 	Journal articles posted on Canvas	Submit Research Review White Paper
Week 6	No Class Meeting <ul style="list-style-type: none"> • Treatment planning & Goal-setting 	Erford (2019) Ch 11-17 Journal articles posted on Canvas	Submit- <ul style="list-style-type: none"> • Role-play Treatment planning paperwork • Feedback to Colleague
Week 7 2/23/23	<ul style="list-style-type: none"> • Mindfulness & Somatic-based approaches • Cognitive-behavioral approaches • Role-Play (Intervention session) 	Journal articles posted on Canvas	
Week 8	No Class Meeting <ul style="list-style-type: none"> • Interventions and counseling strategies 	Erford (2019) Ch 18-27 Journal articles posted on Canvas	Submit- <ul style="list-style-type: none"> • Role-play Progress note paperwork • Feedback to Colleague
Week 9 3/9/23	<ul style="list-style-type: none"> • Home-work and Behavioral Approaches • Final Presentations 	Journal articles posted on Canvas	
Week 10	No Class Meeting	Erford (2019) Ch 28-31	Submit Final Theory Application and Case Conceptualization Paper

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.

Writing Standards

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

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

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 me or 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

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	Available to assist with literature searches as well as answer questions regarding research

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.

- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Diversity/Full Inclusion:

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of Incomplete:

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with the Office of Student Success before the end of the drop/add period.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at

(808) 735-4815 or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

Students with Disabilities

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 the Counseling Center 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 Counseling Center at (808) 735-4845 for further information.

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.