



School of Education and Behavioral Sciences  
Master of Science in Counseling Psychology

## PSY 601 Ethical and Professional Issues in Counseling

Behavioral Science Building 101 Thursdays 5:30pm-9:20pm

Credits: 3      Section: 601-01-3      Term: Fall 2024

### Instructor Information

**Instructor:** Sheena Galutira, LMHC, NCC, CSAC

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**Phone:** 808-739-8557

**Office Location:** Behavioral Science Building 106

**Office Hours:** By Appointment Only

**Virtual Office:** By Appointment Only

**Virtual Office Hours:** By Appointment Only

### Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

#### Catalog Course Description

This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of

professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations. Note: It is a program requirement that all students in PSY 601 obtain membership in a professional organization to be maintained throughout their time in the program.

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

### Time Allocation

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.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system, 10.5 hours in writing response papers and discussion response posts, 8 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 8 hours studying for the final exam. There will be an additional 58.5 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

### Required Materials

Corey, G., Corey, M.S., and Corey, C. *Issues and ethics in the helping professions*. (11th Ed.). Belmont, CA.: Brooks/Cole. 2024.

### Recommended Items

- American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
- American Psychological Association (APA): [www.apa.org](http://www.apa.org)
- American Association for Marriage and Family Therapists (AAMFT): [www.aamft.org](http://www.aamft.org)
- American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
- National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)
- Hawaii Teachers Standards Board (HTSB): [www.htsb.org](http://www.htsb.org)
- Hawaii Dept. of Commerce & Consumer Affairs: Professional and Vocational Licensing (DCCA): [hawaii.gov/dcca/pvl/programs](http://hawaii.gov/dcca/pvl/programs)
- So you have an Ethical Dilemma?: [https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster\\_fa.pdf?sfvrsn=2](https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2)
- American Counseling Association Practitioner's Guide to Ethical Decision Making: [https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c\\_10](https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c_10)
- Model Code of Ethics for Educators (MCEE): [https://cdn.ymaws.com/www.nasdtc.net/resource/resmgr/mcee/mcee\\_2nd\\_edition\\_july\\_2023.d.pdf](https://cdn.ymaws.com/www.nasdtc.net/resource/resmgr/mcee/mcee_2nd_edition_july_2023.d.pdf)

### Canvas (<https://chaminade.instructure.com>)

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

1. Evaluate the impact of cultural diversity and cultural humility on ethical decision-making and professional issues in counseling. Reflections, dyads, and essay writing are used to assess this CLO. (PLO 1, PLO 3, PLO 4).
2. Recognize ethical, legal, and professional issues in counseling as regulated by professional counseling organizations, and national standards' functions in the development of professional ethics in the areas of school counseling, mental health counseling, and marriage and family counseling. Multiple exams and reflections are used to assess this CLO. (PLO 1, PLO 3).
3. Demonstrate the scientific method, research, and how these apply to ethical and professional issues in counseling. Research and essay writing are used to assess this CLO. (PLO 1, PLO 3).

### ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

### 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>

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

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

### 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 'Ōlelo 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'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Scientific Method Definitions

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

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

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

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

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

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, 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 quotes were taken directly from:*

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

#### Alignment of Course Learning Outcomes

	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>Marianist Values</b>	2, 3, 4, 5	2, 4, 5	2
<b>PLOs</b>	1, 3, 4	1, 3	1, 3
<b>Native Hawaiian Values</b>	2, 3, 4, 5	2, 4, 5	2
<b>Gen Ed Learning Outcomes (if applicable)</b>			

Course Activities

Assignments, Presentations, and Papers	Description	Points	Applicable CLO
Professional Organization Membership	<p>It is a program requirement that all students in PSY 601 obtain membership in a professional organization for liability insurance to be maintained throughout their time in the program.</p> <p>Although some of you have already submitted your Professional Organization Membership in order to register, it is a requirement to have proof of insurance for PSY 601. <b>50% of your total points will be deducted if proof of insurance is not submitted.</b></p>	5 pts	3, 4
Credentials & Licenses Quiz	<p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is a credential?</li> <li>2. What is a license?</li> <li>3. What are the benefits of a credential?</li> <li>4. What are the benefits of a license?</li> <li>5. How do you become a Licensed Mental Health Counselor (LMHC) (aka. Licensed Professional Counselor) in the State of Hawaii?</li> <li>6. How do you become a Licensed Marriage and Family Therapist (LMFT) in the State of Hawaii?</li> <li>7. How do you become a Licensed K-12 School Counselor in the State of Hawaii?</li> <li>8. What are the requirements to obtain a Certified Substance Abuse Counselor (CSAC) credential?</li> <li>9. What are the requirements to be a Nationally Certified Counselor (NCC)?</li> <li>10. Review and paste a link to the code of ethics for the following associations: <ul style="list-style-type: none"> <li>• American Counseling Association</li> <li>• American Association for Marriage &amp; Family Therapy</li> </ul> </li> </ol> <p>American School Counseling Association &amp; The Hawaii Teacher's Standard's Board Model Code of Ethics for Educators</p>	25 pts	4, 5



<p><b>Weekly Prompts</b></p>	<p>Each week each student will prepare 1-2 prompts to facilitate discussion based on the chapter(s) and/or video(s) assigned for the week. The prompts will be used to stimulate discussions on topics such as ethical decision making, cultural humility, counselor development, social issues, issues in the helping professions, etc. as it pertains to the week’s chapter. <b>Please bring your prompts to class and be prepared to engage in discussion with the class.</b></p> <p>The discussions will provide students the opportunity to reflect and analyze alternatives, consequences, and ethical decision making as it might apply to clients and their situations. This exercise helps students develop empathy and humility.</p> <p><b>In order to receive full credit for Weekly Prompts, students will also engage in the chapter discussion for the week.</b> Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives.</p> <p><b>*The prompts must be submitted to Canvas prior to the start of class.</b></p>	<p>60 pts (6 @ 5 pts prompt submit tal &amp; 5 pts partici pation in class discuss ion)</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p><b>Video Reflections</b></p>	<p>Each student will watch a video(s) based on an ethical dilemma and answer the questions related to the video(s).</p> <p>Students will answer the questions using complete sentences and paragraphs.</p> <p><b>Students need to be prepared to discuss their responses to the video reflections in class.</b></p>	<p>30 (6 @ 5 pts each)</p>	<p>2, 3, 5, and 6</p>

<p><b>Chapter Discussion and Facilitation</b></p>	<p>Chapter discussion and facilitation will be due on the week reflected in the syllabus. Students will be responsible for facilitating and engaging class discussion(s) on the chapter(s) in the Issues and Ethics in the Helping Professions (10<sup>th</sup>. ed.) textbook.</p> <p>Prior to the beginning of the chapter discussion(s), the student will choose one of the week's chapters to set up and initiate a role-play scenario for the class to experience. These role-plays can be pre- recorded. The role-play should provide a close- to- real experience for the students role-playing as the counselor. This role-play should provoke an ethical dilemma that is relevant to the chapter discussion. Each role-play should be approximately 3-5 minutes and should be done in such a way that each participant's part is well defined; the situation is well defined; the ethical dilemma is well defined; and the role-play should conclude with the counselor having to make an ethical decision.</p> <p>Students will also debrief on the role-play and ethical dilemma.</p> <p>The chapter discussion(s) can include the following:</p> <ul style="list-style-type: none"> <li>• What issues were brought up in this chapter?</li> <li>• What questions or wonderings about the chapter content do you have?</li> <li>• Can the concepts in the chapter be applied to all cultures?</li> <li>• What are some "gray" areas of the chapter and what do those "gray" areas mean as a professional counselor?</li> <li>• What are your personal thoughts/reflection on the chapter?</li> <li>• Were any key theories introduced in this chapter and what makes them key for the helping professions?</li> <li>• What laws would be applicable to your chapter's topic(s) and how would ethical dilemmas make ethics and law complicated?</li> </ul>	<p>50 pts (25 pts facilitation, 25 pts discussion)</p>	<p>1, 2, 3, 4, 5, and 6</p>
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	<ul style="list-style-type: none"> <li>Optional: create and implement an exercise that will involve the class to ensure knowledge retention from your chapter discussion. Some examples would be a quiz, a game, a debate, etc....</li> </ul> <p><b>Your chapter discussion and facilitation should be approximately 45 minutes in length per chapter for the week.</b></p> <p><u><i>In addition, you will provide your peers with a one-page "study guide" on your chapter(s).</i></u></p>		
<p><b>Self-Awareness and Mental Health Professionals Reflection Paper</b></p>	<p>The students will practice on becoming more self-aware about understanding of how their own needs, successes, failures, habits, morals, and values etc. that makes them who they are. Through the Padlet exercise, reading journal articles, and self-reflective practices the students will write a reflective essay to become more conscious about their thoughts and actions and how it relates to the helping professions, their development as a counselor, and ethical decision making.</p>	<p>25 pts</p>	<p>2, 3, 5, and 6</p>
<p><b>Biopsychosocial-Spiritual Model and Ethics</b></p>	<p>Students will choose a minority population from a list provided on the first day of class. <b><u>Students will work as a group of 2 or more.</u></b> Students will research and conduct a literature review on how understanding the biopsychosocial-spiritual model, as it relates to their chosen minority population, contributes to counselor cultural humility and ethical decision making. Students will look into various perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, intersectionality, etc. Based on the students' findings, students will develop and write an ethical dilemma case study, preferably in their discipline path, write a report, and present their findings.</p> <p><b><u>Presentations should include:</u></b></p> <ul style="list-style-type: none"> <li>Case study <ul style="list-style-type: none"> <li>Preferably in the student's discipline path (school, mental health, marriage &amp; family). The case studies</li> </ul> </li> </ul>	<p>166 pts</p> <p>(Written – 100pts</p> <p>Presentation – 50pts</p> <p>Case study – 15pts)</p>	<p>1, 2, 3, 4 and 6</p>

	<p>will be a made up written scenario with an ethical dilemma that the student develops. See textbook for examples.</p> <ul style="list-style-type: none"> <li>○ Also work through the Ethical Decision Making Model.</li> <li>● Role-play of an ethical dilemma based on the developed case study</li> <li>● Brief background of minority population</li> <li>● Biopsychosocial-spiritual model of minority population</li> <li>● Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, and intersectionality.</li> <li>● Counselor competencies for working with minority population</li> <li>● Related ethical codes and standards, and the Marianist values</li> <li>● Possible ethical dilemmas and/or “gray areas” for working with minority population</li> <li>● Importance of cultural humility and ethical decision making with chosen minority population</li> <li>● Personal reflection</li> </ul> <p>Presentations will be approximately 15-25 minutes not including the role-play. The role-play will be approximately 3-5 minutes in length and must be role-played with your partner. YouTube videos, and movie clips will <i>not</i> be counted as role-play. The role-play with student pairs can be pre-recorded.</p> <p>Presentations will be due on the date specified on the syllabus.</p> <p>In addition to the presentation, students will submit a written paper, in APA format, the findings of their research. A minimum of <b>five (5) credible sources</b> showing empirical evidence of the effectiveness of the researched cultural and ethical approaches is required. Papers should be at minimum <u>12 full pages</u></p>		
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	<p>not including the title page and works cited, in 12 point Times New Roman or Arial type of font with one-inch margins, and double spaced.</p> <p>The written paper will report detailed findings of students' research and literature review. <b><u>The paper should include:</u></b></p> <ul style="list-style-type: none"> <li>• Biopsychosocial-spiritual model of minority population</li> <li>• Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, intersectionality, etc.</li> <li>• Counselor competencies for working with minority population</li> <li>• Related ethical codes and standards, and the Marianist values</li> <li>• Possible ethical dilemmas and/or "gray areas"</li> <li>• Importance of cultural humility and ethical decision making with chosen minority population</li> <li>• Personal reflection</li> </ul> <p>APA formatting tutorial:  <a href="http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx</a></p> <p>The Purdue Owl:  <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></p> <p>Info on Biopsychosocial-Spiritual Model:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/</a></p> <p>This assignment has a total of 3 components:</p> <ul style="list-style-type: none"> <li>• Written case study</li> <li>• Presentation</li> <li>• Written report</li> </ul>		
<b>Midterm Exam</b>	The midterm exam is a timed multiple-choice exam covering chapters 1-7.	100 pts	

<b>Final Exam</b>	The final exam is a comprehensive timed multiple-choice exam.	100 pts	
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## Course Policies

### Attendance

If you miss more than one class, regardless of reason, you will be given a “C” and you must retake the class. (This is graduate programs policy.)

### Class Structure

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis on ethics. This course will be comprised of chapter facilitation, chapter discussions, and role-plays to demonstrate knowledge expertise in the subject and concept of professionalism and ethics. Throughout the course, students will complete chapter reflections, dyads, and case studies to stimulate discussion and critical thinking, and engage in self-reflection and self-awareness practices to encourage mindfulness to identify any existing bias. The course will end with a cumulative final exam, covering all chapters of material covered in this class to assess retention of information, and a Biopsychosocial-Spiritual Model project to synthesize the course concepts.

In order to have informed weekly discussions, students must complete the readings prior to any discussions. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
- Think sociologically 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. 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, ethical decision making, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students

are expected to have engaged the material in a manner where they are prepared to talk in class with questions and reflections

### Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up.

### Extra Credit

None.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

### Final Grades

Final grades will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Professional Organization Membership*	5
Credentials & Licenses Quiz	25
Weekly Prompts	60 (6 @ 5 pts prompt & 5 pts participation in discussion)
Video Reflections	30 (6 @ 5 pts each)
Chapter Presentations	50 (25 pts facilitation, 25 pts discussion)
Biopsychosocial-Spiritual Model and Ethics	165 (100pts written, 50pts presentation, 15pts case study)
Self-Awareness Reflection Paper	25
Mid-term	100
Final Exam	100
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Total Points =	560

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.



### [Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### [Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### [Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua ‘Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### 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](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

## Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
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Week 1	<ul style="list-style-type: none"> <li>• Welcome, Introductions, Course Syllabus review, navigating Canvas</li> <li>• Chapter and Minority Population Sign Ups</li> <li>• Chapter 1 Overview</li> <li>• Biopsychosocial-Spiritual Model and Other Perspectives</li> <li>• Self-Assessment pg. 24- 32 (Optional on own)</li> </ul>	Chapter 1	<b>Sign Up for Chapter Presentation</b>  <b>Sign Up for Minority Population</b>
Week 2	<ul style="list-style-type: none"> <li>• <b>** Bring a laptop, tablet, or other device to access the internet and participate in this week's class activity **</b></li> <li>• Credentials &amp; Licenses</li> <li>• Self-Awareness</li> <li>• Video Reflection 1 Discussion</li> <li>• Dyad 1 &amp; Practice Ethical Decision Making</li> <li>• Chapter 2: The Counselor as a Person and as a Professional</li> <li>• Chapter 3: Values and the Helping Relationship</li> <li>• Weekly Reflection Prompts and Class Participation</li> </ul>	Chapters 2-3  The Importance of Self-Awareness  Self-Care An Ethical Imperative	<b>Credentials &amp; Licenses Quiz Due</b>  <b>Weekly Prompt 1</b>  <b>Video Reflections 1</b>
Week 3	<ul style="list-style-type: none"> <li>• Video Reflection 2 Discussion</li> <li>• Dyad 2 &amp; Practice Ethical Decision Making</li> <li>• Chapter 4: Multicultural Perspectives and Diversity Issues</li> <li>• Chapter 5: Client Rights and Counselor Responsibilities</li> <li>• Weekly Reflection Prompts and Class Participation</li> </ul>	Chapters 4-5	<b>Self-Awareness Reflection Paper Due</b>  <b>Weekly Prompt 2</b>  <b>Video Reflections 2</b>

Week 4	<ul style="list-style-type: none"> <li>• Video Reflection 3 Discussion</li> <li>• Dyad 3 &amp; Practice Ethical Decision Making</li> <li>• Chapter 6: Confidentiality: Ethical and Legal Issues</li> <li>• Chapter 7: Managing Boundaries and Multiple Relationships</li> <li>• Weekly Reflection Prompts and Class Participation</li> </ul>	Chapters 6-7	<b>Weekly Prompt 3</b>  <b>Video Reflections 3</b>
Week 5	<ul style="list-style-type: none"> <li>• <b>Mid-Term Examination</b> (Chapters 1 – 7)</li> </ul>		<b>Mid-Term Examination</b>  <b>Professional Organization Membership</b>
Week 6	<ul style="list-style-type: none"> <li>• Video Reflection 4 Discussion</li> <li>• Dyad 4 &amp; Practice Ethical Decision Making</li> <li>• Chapter 8: Professional Competence and Training</li> <li>• Chapter 9: Ethical Issues in Supervision</li> </ul> <p>Weekly Reflection Prompts and Class Participation</p>	Chapters 8-9	<b>Weekly Prompt 4</b>  <b>Video Reflections 4</b>
Week 7	<ul style="list-style-type: none"> <li>• Video Reflection 5 Discussion</li> <li>• Dyad 5 &amp; Practice Ethical Decision Making</li> <li>• Chapter 10: Issues in Theory and Practice</li> <li>• Chapter 11: Ethical Issues in Couples and Family Therapy</li> <li>• Weekly Reflection Prompts and Class Participation</li> </ul>	Chapters 10-11	<b>Weekly Prompt 5</b>  <b>Video Reflections 5</b>
Week 8	<ul style="list-style-type: none"> <li>• Video Reflection 6 Discussion</li> <li>• Chapter 12: Ethical Issues in Group Work</li> </ul>	Chapters 12-13	<b>Weekly Prompt 6</b>

	<ul style="list-style-type: none"> <li>• Chapter 13: Community and Social Justice Perspectives</li> <li>• Weekly Reflection Prompts and Class Participation</li> </ul>		<b>Video Reflections 6</b>
Week 9	<ul style="list-style-type: none"> <li>• Review for final exam</li> <li>• Biopsychosocial-Spiritual Model Project</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>• Presentation: Minority Population</li> <li>• Case Study: Minority Population</li> <li>• Revisit Self-Assessment pg. 24- 32 (Optional on own)</li> <li>• <b>Final Examination</b> (Chapters 1 – 13)</li> </ul>		<b>Minority Population Presentation and Case Study</b>  <b>Biopsychosocial-Spiritual Model and Ethics Paper Due</b>  <b>Final Exam</b>