



Chaminade University OF HONOLULU

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

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

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 603-90-3

Course Title: Introduction to Counseling Skills

Term: Accelerated Fall 2024, 9/30/2024 - 12/9/2024

Class Meeting Days: M 5:30 PM - 9:20 PM

Class Meeting Location: Behavioral Science Building, 102 Lecture

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

Instructor Name: Kacie Cohen, LMHC, NCC

Email: Kacie.Cohen@Chaminade.edu

Phone: 808-735-4745

Office Location: Behavioral Sciences Bldg.

Office Hours: By appointment only

Instructor Availability

Questions for this course can be emailed to the instructor at Kacie.Cohen@Chamiande.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours during the weekdays.

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

Required Textbook

Sommers-Flanagan, J. R. (2017): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.

*See end of syllabus for recommended additional readings and journal articles

References, Resources, and Additional Recommended Readings

- Myers, S. (2003). Reflections on Reflecting: How Awareness Promotes Personal Growth. *The Person Centered Journal*, 10, 3-22. Retrieved from <https://adpca.org/system/files/documents/journal/3%20PCJ%2010.pdf>
- Nemec, P., Spagnolo, A., & Soydan, A. (2017). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40(4), 415-417. Retrieved from <https://web-b-ebSCOhost-com.ezproxy.chaminade.edu/ehost/pdfviewer/pdfviewer?vid=24&sid=d84021d4-5d87-44c2-9589-8c697ffb5594%40sessionmgr101>
- Jongsma, Arthur E., Peterson, L. Mark. (2003) *The complete adult psychotherapy treatment planner* /Hoboken, N.J. : John Wiley & Sons.

Yellow = Instructor should update

University Course Description

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

First Benchmark Course

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. The Counseling Skills Proficiency Record is used. **The minimum score on the Counseling Skills Proficiency Record to pass the course is 20 points.** Below 20, the student is assigned a “C” for the course and must retake the course.

Course Delivery and Technology

The course will be delivered on the Canvas Learning Management System. You will be able to use Canvas to access the syllabus, modules, announcements, assignments, check grades for assignments, and videos for discussions.

To get started, go to: <https://chaminade.edu/current-students/> and follow the instructions for logging in and accessing class information. Please check the Canvas website for this class on a regular basis.

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.

Class structure

This course is intended to provide you with training in fundamental skills required for counseling, and counseling-related tasks, such as documentation, case conceptualization and case presentation. Emphasis will be placed on developing competencies in skills (sometimes referred to as micro skills) in attending, listening and reflection. Competency in other skills will also be promoted including observation skills, focusing, use of questions, confrontation, reflection of meaning, and interpretation. You will be encouraged to reflect on your own style of relating to clients, your characteristic strengths and limitations regarding counseling skills, and how theory and models of counseling matches your personality.

A fundamental challenge for all students is to increase their own self-awareness relative to the counseling process. While some students in this class may have considerable experience in counseling in various capacities prior to entering the MSCP program, this course does not presume that you have prior counseling experience.

This course will emphasize the practice and review of online counseling and assigned counseling exercises. Each student will use their student email, Canvas online and Zoom to submit weekly assignments and video dyads.

MSCP Core Program Learning Outcomes (PLOs)

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

1. Identify core counseling theories, principles, concepts, techniques and facts.

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

Course Learning Outcomes

By the completion of this course, students will:

1. Apply science-based basic counseling skills and assessment competencies (PLO 2). This will be assessed using the counselor proficiency record.
2. Conduct counseling sessions in an ethical manner, including an introduction session, establishing consent, psychosocial history, formulating homework assignments, and termination (PLO 1, 2). This will be assessed by a case summary and presentation.
3. Efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (PLO 1, 3) and formulate and present a case which is efficient, succinct, and complete (PLO 1, 3). This will be assessed by a case summary and presentation.
4. Receive and integrate feedback regarding counseling practice from supervision and peers. (PLO 4) This will be assessed using the counselor proficiency record and the counselor fitness evaluation.

(6) Competencies in the Counselor Fitness

- **Humility & Openness**

Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

- **Reflexivity**

Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

- **Psychological Flexibility & Adaptability**

Counseling performance enhanced by the ability to flex to changing circumstances, and to adapt to fluctuating situational demands, unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

- **Emotional Stability & Self-Control**

Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

- **Self-Awareness, Self-Monitoring, & Self-Care**

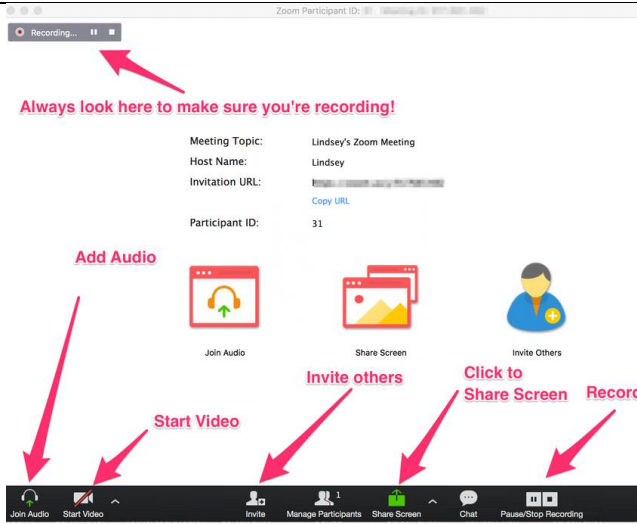
Counseling performance enhanced by a commitment to self-awareness and to honestly and objectively examine own belief systems, values, needs, biases, and limitations and the effects of "self" on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

- **Empathy**

Counseling performance enhanced by having a warm understanding and open-minded acceptance of others viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their

experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other’s thoughts and feelings.

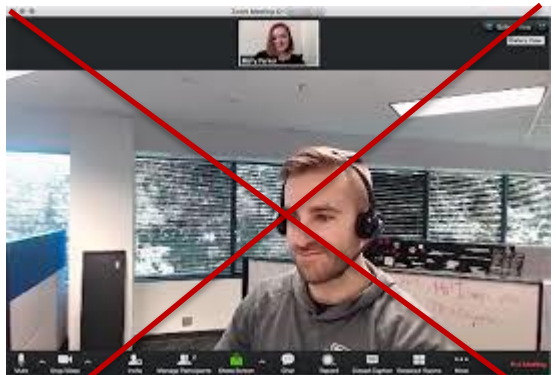
Assessment	Description	Points	Applicable SLO
<p>Written Reflections on (6) Competencies in the Counselor Fitness</p>	<p>You will complete 6 reflective essays,</p> <p>The essay will cover your new understandings that you have gained through videos, readings, and assignments and how it relates to your professional growth through each of the 6 counselor competencies. This self-assessment should allow you to practice being aware of the insight you have gained, improve your ability to express your ideas and help to explore a range of perspectives, as well as reflect deeply on a few significant aspects and learning points.</p> <p>2 pages reflection double spaced, 12 pt font, and 1 inch margins.</p> <p>6 Counselor Competencies: https://drive.google.com/file/d/163CSbvseze3e33KsmkAWblzBYLHBdkgJ/view?usp=sharing</p>	<p>60 (10 points each)</p>	
<p>Weekly Video Counseling Dyads and Self-Reflection: (4 sessions)</p>	<p>Students will complete a 15 minute dyad with an individual *assigned by the instructor from their class via Zoom. Student in the counselor role will RECORD the Zoom counseling session.</p> <p>Recording sessions should have both client and counselor in the frame.</p> <p>*For help on Zoom Recording click on video: (https://youtu.be/lZHSAMd89JE).</p>	<p>30 Points</p>	<p>1, 2, 5, 6, 7, 8, 9</p>



****MUST BE IN GALLERY VIEW: See below**



****NOT ACCEPTED!!: Speaker view**



	<p>Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor’s to review and assess.</p> <p>Each dyad will last approximately 10-15 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.</p> <p>After you have reviewed your counseling session dyad video, you will refer to your proficiency record and specific skills for the week. Then, you will complete a self-evaluation form identifying your areas of strengths and improvements. You will also identify what actions or steps you will take to improve your skills.</p> <p>Helpful hints: Prior to this exercise, students will research best practice approaches in dealing with 1) Anxiety 2) Depression</p>		
Case Summary for DYAD #3	<p>Each student will document the summary of his/her Dyad Skills Session that he/she was the counselor for.</p> <p><u>This summary will include the following sections:</u> Identifying Information, Reason for Referral, History of Presenting Problem, Developmental History, Social and Family History, Psychiatric History, Medical History, Family Psychiatric History, Family Medical History, Educational History, Diagnostic Impressions, Clinical Impressions, Summary</p>	25 points	3, 4, 5
Mid-Term DYAD #3 Counseling Skills Proficiency Record	<p>Each student will be evaluated and self-assess their ability to meet the basic counseling proficiencies record using a modified Likert rating scale and the This evaluation will be based on their progress at mid-term. (MSCP requirement for this course)</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • A 10-15 minute video tape of an “intake” counseling session where the counselor displays counseling skills 1-10 of the Counseling Skills Proficiencies Record form, and informed consent. (10 Points) 	30 points	1, 5, 6

	<ul style="list-style-type: none"> The counselor will submit a transcript of the counseling session identifying where in the counseling session counseling skills 1-10 was used. (20 Points) <p>Example of Transcript & Highlighted Skills Used:</p> <p>Client: "I just don't have time to exercise, and I don't have the money to join a gym. But, I really want to lose weight and feel better."</p> <p>Therapist: "I hear that you want to lose weight and feel better "with head nod (Paraphrase & Encouraging) so on one hand you know exercise is good for you, but yet, on the other hand you don't want to do it. How do you feel about this conflict?" (Confrontation)</p> <p>Only the student in the counselor role will be graded. The student's grade will be based on his/her ability to present and provide evidence of the use of counseling skills 1-10</p>		
<p>Final Examination</p>	<p>This Final Examination will allow you to demonstrate your mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record form attached to this syllabus.</p> <p>Reminder: *Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned "C" for the course and must retake course.</p> <p>The Final Examination will require each student to choose a partner forming a dyad.</p> <p>Each dyad will submit (the student in the counselor role will be responsible for all required materials associated to this Final Examination) the following:</p> <ul style="list-style-type: none"> A 15 minute video tape of an "intake" counseling session where the counselor displays counseling skills 1-10 of the Counseling Skills Proficiencies Record form. (10 Points) 	<p>100 Points</p>	<p>1, 7, 8, 9, 10</p>

Yellow = Instructor should update

	<ul style="list-style-type: none"> The counselor will submit a transcript of the counseling session identifying where in the counseling session counseling skills 1-10 was used. (20 Points) <p>Example of Transcript & Highlighted Skills Used:</p> <p>Client: "I just don't have time to exercise, and I don't have the money to join a gym. But, I really want to lose weight and feel better."</p> <p>Therapist: "I hear that you want to lose weight and feel better "with head nod (Paraphrase & Encouraging) so on one hand you know exercise is good for you, but yet, on the other hand you don't want to do it. How do you feel about this conflict?" (Confrontation)</p> <p>Only the student in the counselor role will be graded. The student's grade will be based on his/her ability to present and provide evidence of the use of counseling skills 1-10</p> <p>*70 Points: For passing the Final Proficiency Record with 20 points and above.</p>		
Final Reflection	<p>This Final Reflection paper will consist of two parts:</p> <p>Part 1 will allow you to articulate your growth from week 1 to week 10 of this course: What did I learn from this class? What did I do well in class? What counseling skills did I utilize this class? What are my goals going forward in the MSCP program?</p> <p>Part 2 will allow you the opportunity to answer the question: How will I build rapport with my clients, and why is it so important? What listening skills do I need to improve on? What fears do you have in therapy? Explain what skills worked best and what you had the most difficulty performing? (Theoretical Orientation)</p> <p>*The Reflection paper should be at least five double-spaced pages in length using a 12 pt font, one-inch margins and double-spaced throughout. (Arial or Times Roman will be accepted)</p>	50 points	1, 2, 5, 6, 7, 9, 10
Dyad Skills Session Documentation & Case Summary ● Assessment 1	Students will conduct specific components of a counseling session and document professionally and appropriately.	15 points (5ea)	1, 2, 3, 4, 10

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<ul style="list-style-type: none"> ● Treatment Plan 1 ● Assessment 2 ● Treatment Plan 2 ● DAP Note 1 ● DAP Note 2 ● DAP Note 3 (includes Discharge Plan) 			
Final Dyad #4 Examination	Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on the student's progress throughout this course. The student's performance in the weekly dyad exercises, their Final Examination and feedback from the instructor will influence the grading of this assessment. (MSCP requirement for this course.)	36 points	1, 5, 6
MSCP Counselor Scale	Complete and submit the Counselor Scale Week 3 and Week 10	20 points	2,3,5, 6,7

Grading:

100-90% = A

89-80% = B

79-70% = "C" or lower grade (failing grade is C or F) and course will need to be re-taken

All assignments will be submitted online by the stated due date. My email address is Kacie.cohen@chaminade.edu Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.

Assessment:

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments. **You must pass the Assessment portion of this course with at least a B percentage AND get a minimum of 20 points on the Final Counseling Skills Proficiency Record in order to pass the course.**

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

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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>

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

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

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

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

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

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

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

The above quotes were taken directly from:

Research Design And Counseling

Heppner, Kivlighan, and Wampold

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

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

The above quotes were taken directly from:

Research Method In Social Relations Kidder

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

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

The above quotes were taken directly from:

Methods In Behavioral Research

Cozby

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

The above quote was taken from:

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

Canvas

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

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

Technical Assistance for Canvas Users:

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

Phone: 808-735-4845.

Kokua 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 or 808-739-8305.

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 each semester if changes or notifications are needed.

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](#).

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.

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

Yellow = Instructor should update

used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Attendance Policy

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation. Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence. Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course. Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 20% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.

Unexcused Absences

Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
4. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. Unless otherwise specified, missing one week will drop the student one letter grade.
5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

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.

Time Allocation & 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.

This is a (3) 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 about 30 hours in a synchronous online class, 15 hours responding to chapter assignments, 20 hours completing dyad videos and reflections to (4) dyad videos, 15.5 hours completing written reflections to counseling themes, 1.5 hours completing midterm self-evaluations, 9 hours completing (6) Counselor Competencies Written Reflection Assignments, 4 hours completing a case summary. There will be an additional 40 hours of work required beyond what is listed here (viewing videos, course readings, homework assignments, etc.) This additional work will average about 4 hours per week.

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.

Marianist Values

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

1. Educate for Formation in Faith

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

2. Provide an Excellent Education

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

3. Educate in Family Spirit

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

4. Educate for Service, Justice, and Peace

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

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university

faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

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

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

Native Hawaiian Values

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Tentative Course Schedule

Date	Focus
Week 1	<ul style="list-style-type: none"> ● Welcome, Introductions, Course Syllabus review ● Proficiency Record ● Video: Self-Awareness and Willingness to Grow ● Self-Awareness & Courage Activities ● Class Discussion
Week 2	<ul style="list-style-type: none"> ● Chapter Readings 1-2 and assignments ● Class Discussion ● Video: Methods to Build Rapport & Discussion ● Questioning Skills
Week 3	<ul style="list-style-type: none"> ● Chapter Reading 3 ● Zoom Dyad #1
Week 4	<ul style="list-style-type: none"> ● Reflection of Dyad #1 ● Chapter Readings 5 ● Video: Questions and Therapeutic Questions ● Summarizing and Paraphrasing Skills
Week 5	<ul style="list-style-type: none"> ● Zoom Dyad #2 (Same Partner from Dyad #1) ● Chapter 6 & Assignments ● Video: Basic Listening Skills ● Personal Biases Activity ● Video: Multicultural Humility and Personal Biases ● Asking Question Biases ● Reflection of Feeling
Week 6	<ul style="list-style-type: none"> ● Reflection Dyad #2 ● Video: Intake Interview ● Challenging Clients Assignment
Week 7	<ul style="list-style-type: none"> ● Zoom Dyad #3 (New Partner) ● Case Summary Write up ● Prepare for Presentations ● Video: Mental Status Examination ● Encouraging Teenagers Reading
Week 8	<ul style="list-style-type: none"> ● Dyad #3 Reflection ● Mid-Term Self Evaluation with Proficiency Record for Dyad #3 ● Confrontation Skills & Informed Consent ● Case Summary ● 5 Minute Transcript for Dyad #3 ● Chapter 10 Reading and Activity
Week 9	<ul style="list-style-type: none"> ● Video: Suicide Assessment ● Case Presentation
Week 10	<ul style="list-style-type: none"> ● Dyad #4 ● Final Transcript Submission for Dyad #4 ● Final Paper Due

Yellow = Instructor should update