Course Number: **PSY 726-90-3**
Course Title: **Contemporary Mental Health Issues in School Settings**
Term: **Fall 2024 9/30/2024 - 12/9/2024**
Class Meeting Days: **M/T/W/Th/F 12:00 AM - 12:00 AM**
Class Meeting Hours: Asynchronous
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Kacie Cohen, LMHC, NCC
Email: Kacie.cohen@chaminad.edu
Phone: 808-735-4745
Office Location: Behavioral Sciences Bldg.
Office Hours: By appointment only

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

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

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

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

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

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

… counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

https://www.counseling.org/Resources/aca-code-of-ethics.pdf

MSCP Core Program Learning Outcomes (PLOs)

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

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

Course Learning Outcomes

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

==Yellow== = Instructor should update

Tentative Course Schedule

Module Week	Topic & Assignments	PLO / CLO's
1	**Mental Health, Children, and Schools: A Call To Action** **Chapter Learning Outcomes:** • **Mental Health, Children, and Schools: A Call to Action** • **Intervention Basics** **Activities / Readings / Videos:** • **The Chapter 1 & 2 (skip pgs.8-9) refer to DSM 5th edition** • **School Counselor and Student Mental Health** • **We All Have Mental Health** • **Videos (The Importance of Truly Seeing Your Students / Providing Daily Support System) : Letting Your Students Be Seen** • **Review: Literature Review Project Requirements**	• Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments.
2	**Culture, Race, and Children's Mental Health** **Chapter Learning Outcomes:** • **Culture, Race, and Children's Mental Health** • **The Gift of Being Seen** **Activities / Readings / Videos:** • **Videos (Intersectionality / What Teenagers Want You to Know) Discussion: The Gift of Being Seen** • **Assignment: Youth Academic Councils** • **Chapter 3 Assignment and Video (Challenges and Rewards of a Culturally Informed Approach to Mental Health**	• Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) This will be assessed by conducting a literature review on a contemporary mental health issue and weekly disorder assignments. • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly

		disorder assignments.
		• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)
3	**Disruptive Behaviors Disorders** **Chapter Learning Outcomes:** • **Disruptive Behavior Disorders** • **Resources and Tools: Help Client Express Their Emotions** • **What are Disruptive Behavior Disorders (Collaboration to Building Skills)** **Activities / Readings / Videos:** • **Assignment and Video: What are Disruptive Behavior Disorders? (Collaboration to solve problems to build skills)** • **Assignment, Resources, and Tools: How to Help Clients Express Their Emotions** • **Reading: Moving Beyond Discipline of Disruptive Behavior: Recognizing and Treating the Effects of Trauma on Adolescents** • **Reading: School Based Interventions for Aggressive and Disruptive Behaviors** • **Reading: I Can Statements-Detailed Descriptions**	• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
4	**Attention-Deficit/ Hyperactivity Disorder** **Chapter Learning Outcomes:** • **Attention-Deficit/ Hyperactivity Disorder** • **Teens with ADHD** • **ADHD and Me: Tips for Teens to Know?**	• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the

	Activities / Readings / Videos: **Assignment: Activities and interventions to support students with mood disorders** **Assignment: Chapter 6 Mood Disorders** **Reading; School-Based Interventions for Students with Depressive Disorders**	school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
5	**Mood Disorders** **Chapter Learning Outcomes:** **Mood Disorders** **Interventions to Support Students with Mood Disorders** **School Based Interventions for Students** **Activities / Readings / Videos:** **Assignment: Activities and interventions to support students with mood disorders** **Assignment: Chapter 6 Mood Disorders** **Reading: School-Based Interventions for Students with Depressive Disorders**	- Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) - Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
6	**Anxiety Disorders** **Chapter Learning Outcomes:** **Anxiety Disorders** **Students Being Informed** **Teenager's Brain** **Activities / Readings / Videos:** **Students Being Informed: Do I Have An Anxiety Disorder? (Resources)**	Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by

	• **Video: How risk-taking changes a teenager's brain | Kashfia Rahman** • **Reading: Facts for Educators: Anxiety Disorders** • **Reading: 7 Ways to Support Children and Young People Who Are Worried**	weekly disorder assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
7	**Autism Spectrum Disorders** **Chapter Learning Outcomes:** • **Autism Spectrum Disorders** • **Understanding Autism in the School Setting** **Activities / Readings / Videos:** • **Assignment: Activities for Kids on the Autism Spectrum** • **Activity: Understanding Autism in the School Setting**	• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
8	**Communicating with Teachers and Families About Student's Mental Health Needs** **Chapter Learning Outcomes:** • **Communicating with Teachers and Families About Student's Mental Health Needs** • **Families to Support Student Mental Health** **Activities / Readings / Videos:** • **Activity: Families to Support Student Mental Health**	• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder

	• **Reading: Best Practices for Communicating With Families During Crisis** • **Reading: Talking to Children About Violence**	assignments. (PLO 2, 3, 4) • Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments
9	**Complete Literature Review & Self Care** **Chapter Learning Outcomes:** • **Counselor Self- Care** • **Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care** **Activities / Readings / Videos:** • **Assignment and Question Review** • **Complete Requirements for Literature Review Assignment**	• Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2)
10	**Submit Literature Review Project: Promoting Mental Health in Schools for Specific Mental Health Issue** ***Submit: Requirements for Literature Review Assignment**	• Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2)

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 not be accepted after term has ended on Canvas.

Assignment and Assessments:
1) Literature Review: (300pts)
Students will conduct a literature review on the following 4 components:
- 1) Promoting Mental Health in Schools for 1 specific Mental Health Issue you are interested in or would like to research more about. *(Example: ADHD, Anxiety Disorders, Specific Mood Disorder, Autism, etc.)*
- 2) Cultural Humility and Diversity, Ethical Considerations, and Professional Responsibilities

Yellow = Instructor should update

- 3) Best Practices, Counseling Techniques, and Interventions
- 4) Conclusion and Future Considerations

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

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

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

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

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

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

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

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.

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

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.

Yellow = Instructor should update

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.

Yellow = Instructor should update

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 ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website 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 ʻIke 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

Yellow = Instructor should update

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 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.

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

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

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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school