



School of Education and Behavioral Sciences
Counseling Psychology

PSY 636 Counseling Theories

Online (Asynchronous)

Credits: 3 Section: 90-3, 91-3 Term: Accelerated Winter 2025

Instructor Information

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Virtual Office Hours: MW 11:30 am – 12:30 pm

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

Course Description & Materials

Catalog Course Description

PSY 636 COUNSELING THEORIES (3) An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. Prerequisite: PSY 521, 524, 601.

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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 (as shown above). Students enrolled in this course are anticipated to spend on average of 13.5 hours per week engaged in this course. This includes approximately 40 hours in online engagement (case study analysis, responding to online discussions, and participation), 9 hours studying and taking the final exam, 4 hours to complete the final exam, 8 hours to complete your capstone analysis paper, and approximately 74+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

Required Materials

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

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Learning Outcomes

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 or School) counseling.
3. facilitate the counseling process with clients.
4. identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Develop an understanding of the theories, models, and approaches to counseling. This will be assessed by a multiple choice exam. (PLO 1).
2. Examine ethical and culturally relevant counseling strategies for establishing and maintaining in-person and technology-assisted clinical relationships. This will be assessed by a paper. (PLO 3)
3. Examine developmentally relevant evidence-based counseling strategies and techniques for prevention and intervention. This will be assessed by discussion responses and participation. (PLO 3).
4. Discuss processes in the development of a personal model of counseling. This will be assessed by a paper. (PLO 3)

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.

PSY 636 Counseling Theories is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology, in particular, the application of Counseling Theories. Counseling Theories seeks to identify and understand how to effectively support diverse individuals. This value guides this course through its focus on the additional development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in the final paper.

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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Vaues	5	3, 5	5	5
PLOs	1	3	3	3
Native Hawaiian Values	5	3, 5	5	5

Course Activities

Discussions

Discussion Responses and Participation (Assessment for CLO 3) (20 points per weekly topic = 180 points)

Discussion Question Response - Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than 200 words in length. Post your discussion response directly to Canvas. Do not post as an attachment. This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.

In addition, you will ask at least one (1) question based on the respective chapter(s), videos, and/or readings, for your peers to respond to after responding to the respective discussion question.

Participation Requirement - 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. For full participation credit you are required to contribute a total of two substantive responses each week.

Following are guidelines for weekly discussion response grades:

- *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is **well written**. Grade of 10 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. *At least one (1) question was written for your peers to respond to.*
- *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 8 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. *At least one (1) question was written for your peers to respond to.*
- *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 5. (Note: some discussion postings will specifically ask for personal opinion or

- experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. No question was submitted for your peers to respond to.
- *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 3 here indicate that the comments may provide some social presence to a collegial atmosphere. No question was submitted for your peers to respond to.
 - *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. No question was submitted for your peers to respond to.

Homework

Counseling Techniques Case Studies (Assessment for CLO 3) (8 * 10 points each = 80 points total)

The primary objective of this assignment is to develop your ability to apply counseling theories and techniques to real-world scenarios. You will be analyzing the same case but from different theoretical perspectives based on the chapters covered in each respective week.

Instructions:

1. Review the case study.
2. Choose an appropriate counseling theory to apply to the case (e.g., Cognitive Behavioral Therapy, Person-Centered Therapy, etc.). Your choices will be limited to what is being covered during that respective week.
3. Develop an action plan that outlines what theoretical approach you'll be using, what techniques you'll be using from that theoretical approach, and what do you predict the treatment outcome will be (how will the client progress?).
4. Write a report summarizing your findings, your chosen counseling theory, what technique(s) you used, and your action plan.

Exams

Final Examination (Assessment for CLO 1) (50 multiple-choice questions worth 4 points each = 200 points)

The final examination will focus on chapters 1 through 14 in Counseling and Psychotherapy Theories text by Sommers-Flanagan. Please note that Canvas will shut down the Final Exam at 11:59 pm on the last day of the class, as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

Capstone Project

Capstone Analysis Paper (Assessment for CLO 2, 4) (50 points – paper = 50 points)

For the Capstone Analysis Paper you'll need to watch this video in its entirety:

[Alice Rubienstien Counseling Session \(Links to an external site.\)](#)

After watching the video respond to the following questions (your paper can be organized by each question):

1. What counseling approach did Dr. Rubienstien use during her counseling session? What evidence (e.g., techniques used) do you have to support your claim?
2. What are Dr. Rubienstien's strengths as a counselor? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
3. What are areas in Dr. Rubienstien's approach that could be improved? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
4. Do you feel Dr. Rubienstien is an effective counselor? If you were seeking a counselor, would you go to her? Why?

5. What is counseling? What skills and competencies do you need to be an effective counselor?
6. How does the dynamic of counseling change when it is done through telehealth? What are the pros and cons of telehealth? Please elaborate with breadth and depth in your response (external sources are required to respond to this).

There is no minimum word count for this assignment. It is expected that you will respond to each question with enough breadth and depth to provide justification for your thoughts, feelings, and claims.

Assignment Characteristics for the Capstone Analysis Paper:

Pedagogical Method - Experiential learning: Students will determine the efficacy of a counseling approach based on what was learned in this class.

X Factor Element – Finding Happiness: Students will develop a deeper understanding of and the applicability of counseling. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to what makes counseling effective).

Student Ideas – Long-Term Project: This assignment is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this paper.

Course Policies

Attendance

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Late Work

No late participation posts (replies to your peers) will be accepted regardless of reason.

Late work will be accepted (other than participation posts) up until the last day of the semester. All late work submitted will automatically receive a 50% reduction in points unless a special arrangement was made with the course instructor prior to the assignment's due date.

Extra Credit

No extra credit will be assigned in this course.

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

No incomplete grade will be issued at the end of this course regardless of reason.

Final Grades

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

Final Exam	200 pts
Discussion & Participation	180 pts
Counseling Techniques Case Studies	80 pts
Capstone Analysis Paper	50 pts
Total possible points = 510 points	

A = 510 - 459

B = 458 - 408

C = 407 - This is considered a non-passing grade

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 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 or 808-739-8305.

Readings & Due Dates

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy 7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Day	Topic	Readings & Assignments Due
Week 1	<p>Introductions</p> <p>Review Course Syllabus</p> <p>Chapter 1 Psychotherapy and Counseling Essentials</p> <p>Chapter 13 Developing Your Multicultural Orientation and Skills</p>	<p>Chapter 1, 13</p> <p>Discussion Question 1 Response</p>
Week 2	<p>Chapter 2 Psychoanalytic Approaches</p> <p>Chapter 3 Individual Psychology and Adlerian Therapy</p>	<p>Chapter 2, 3</p> <p>Counseling Techniques Case Study 1</p> <p>Discussion Question 1 Participation</p> <p>Discussion Question 2 Response</p>
Week 3	<p>Chapter 4 Existential Theory and Therapy</p> <p>Chapter 5 Person-Centered Theory and Therapy</p> <p>Chapter 6 Gestalt Theory and Therapy</p>	<p>Chapter 4, 5, 6</p> <p>Counseling Techniques Case Study 2</p> <p>Discussion Question 2 Participation</p> <p>Discussion Question 3 Response</p>
Week 4	Chapter 7 Behavioral Theory and Therapy	<p>Chapter 7</p> <p>Counseling Techniques Case Study 3</p> <p>Discussion Question 3 Participation</p> <p>Discussion Question 4 Response</p>
Week 5	Chapter 8 Cognitive Behavioral Theory and Therapy	Chapter 8

		<p>Counseling Techniques Case Study 4</p> <p>Discussion Question 4 Participation</p> <p>Discussion Question 5 Response</p>
Week 6	Chapter 9 Choice Theory and Reality Therapy	<p>Chapter 9</p> <p>Counseling Techniques Case Study 5</p> <p>Discussion Question 5 Participation</p> <p>Discussion Question 6 Response</p>
Week 7	Chapter 10 Feminist Theory and Therapy	<p>Chapter 10</p> <p>Counseling Techniques Case Study 6</p> <p>Discussion Question 6 Participation</p> <p>Discussion Question 7 Response</p>
Week 8	Chapter 11 Constructive Theory and Therapy	<p>Chapter 11</p> <p>Counseling Techniques Case Study 7</p> <p>Discussion Question 7 Participation</p> <p>Discussion Question 8 Response</p>
Week 9	<p>Chapter 12 Family Systems Theory and Therapy</p> <p>Chapter 14 Psychotherapy and Counseling Integration</p>	<p>Chapter 12, 14</p> <p>Counseling Techniques Case Study 8</p> <p>Discussion Question 8 Participation</p> <p>Discussion Question 9 Response</p>

Week 10	Final Examination	Discussion Question 9 Participation Capstone Analysis Paper Final Examination
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