Chaminade University

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

PSY 406 Counseling Psychology

Behavioral Science Building 102 MWF 1:30pm-2:20pm
Credits: 3   Section: 406-01-1   Term: Spring 2025

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC
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Phone: 808-739-8557
Office Location: Behavioral Science Building 106
Office Hours: By Appointment Only
Virtual Office: By Appointment Only
Virtual Office Hours: By Appointment Only

Communication

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

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

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

Course Description & Materials

Catalog Course Description

This course presents counseling approaches and techniques used in helping relationships.

The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 48 hours writing and revising the research papers, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2.5 hours per week.

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

Required Materials

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.). Belmont, CA.: Brooks/Cole.

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

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

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Psychology, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

General Education Learning Outcomes (GLOs)

1. Critical Thinking
   - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
   - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Course Learning Outcomes (CLOs)

Upon completion of PSY 406, the student will be able to:

1. Examine and apply major contemporary counseling theories, methods of assessment, and treatment representative of various empirically validated counseling theories. Multiple course tests are used to assess this CLO (PLO 1).
2. Evaluate how empirically validated interventions, personal characteristics, professional and ethical issues, and culture impacts assessment and treatment of behavioral problems and situational determinants; and how methods of assessment and treatment may be adapted, supplemented, or replaced by professional ethical, and culturally appropriate assessment and treatment methods. Research, reflections, and dyads are used to assess this CLO (PLO 1, PLO 4).

3. Analyze information from peer-reviewed professional journals and formulate ideas around research to evaluate the efficacy of several psychotherapies. Research and written papers are used to assess this CLO (PLO 2, PLO 3).

ACA Ethical guidelines for Self-Care and Self-Monitoring

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

ACA 2014 Code of Ethics

Section C: Professional Responsibility Introduction

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

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

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

Marianist Values

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

1. Education for formation in faith.
2. Provide an integral, quality education.

3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 406 Counseling Psychology is guided by the Marianist educational value of Educate for Adaptation to Change. Through counseling psychology we learn decision making based on counseling theories, modalities, and concepts. Marianist universities readily adapt and change their methods. PSY 406 Counseling Psychology focuses on the development of:

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

Through assignments, discussions, projects, and presentations, the attributes above will be demonstrated.

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 (‘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

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: <u>Research Method In Social Relations</u> 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: <u>Methods In Behavioral Research</u> Cozby

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

The above quotes were taken directly from:
http://allpsych.com/researchmethods/replication.html

Alignment of Course Learning Outcomes

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

Course Activities

Assignments, Presentations, and Papers	Description	Points

Class Participation	In the beginning of the course, students will be forming learning groups that they will be part of for the duration of the semester. Each week students will be participating in class and group activities that include, but are not limited to, dyads, case studies, and class discussions to apply various counseling theories, techniques, and modalities. In order to obtain full credit of 10 points for the week, students must attend class and participate in the group activities.	100 pts (10 * 10 pts each)
Video Reflections	During this course, you'll be asked to watch 5 counseling videos on Canvas. Upon conclusion of each video, you will write a reflection responding to the following questions: 1. What are your thoughts about the counseling approach? 2. Did you think the therapist was effective? Why or why not? 3. What were your overall thoughts on the video? 4. Would you see this therapist if you wanted to see a therapist? Why or why not? The reflection at minimum should be 1 double-spaced page in length using a 12 pt font. Typing the questions in large and bold font will not count towards page length.	25 pts (5 @ 5 points each)
Counseling Theories Presentation	The purpose of this assignment is to introduce you to the various theories used when counseling. 1. Psychoanalytic 2. Person-Centered (Humanistic) 3. Behavioral 4. Cognitive Behavioral 5. Reality Therapy & Choice Theory 6. Acceptance and Commitment Therapy 7. Dialectical Behavior Therapy 8. Motivational Interviewing For each theory the following questions need to be answered: 1. What is the historical background? 2. Who are the key figures? 3. What are the key concepts? 4. What are the therapeutic goals? 5. What is the role and function of the therapist? 6. What does the client experience in therapy?	25 pts

	7. How does culture influence this approach?	
	8. What types of clients would benefit the most from this approach?	
	9. **What do empirical studies say about this approach?**	
	10. What are the critical comments/limitations of this approach?	
	11. What is your personal opinion of this approach?	
	A minimum of three (3) credible sources showing empirical evidence of the effectiveness of the approach is required.	
	Students will be grouped into 8 groups. Each group will be assigned one of the Counseling Theories (Psychoanalytic, Person-Centered, Behavioral, Cognitive-Behavioral, Reality Therapy & Choice Theory, Acceptance & Commitment Therapy, Dialectical Behavioral Therapy, or Motivational Interviewing).	
	As noted in the syllabus, the assigned group will present on their findings addressing the questions listed in the Counseling Theories assignment. The presentation should also include an example of the assigned theory as it applies to counseling. The example can be in the form of a role-play, or media (YouTube video, movie clip, etc.).	
	The presentation should be at least 40 - 45 minutes and groups must prepare material for discussion after the presentation. Material can be a case study, scenario, posing questions to the class, etc.	
	This assignment is graded as a group.	

Emotional Support AI + Presentation	**Written Report**	Written Report – 25 pts
	Recently, the demand for emotional support animals is increasing. The challenge is that many locations do not allow live animals onto their property. The exception is usually for service animals, not emotional support animals. This challenge will be the focus of this project.	Presentation – 10 pts
	Your two deliverables will be a written report and class presentation of your emotional support AI (Artificial Intelligence).	
	Your report and presentation should, at minimum, address the following:	
	Literature Review • What are emotional support animals? • What is the current demand/need for emotional support animals? • What are the current issues and/or challenges with getting and having an emotional support animal? • How do emotional support animals support people suffering from stress, anxiety, depression, and loneliness?	
	AI Design • What will your AI look like? Be as specific as you can. Why? • What size (dimensions including weight) will your AI be? Why? • What will your AI be able to do? Why? • How much interaction is needed between person and AI? Why? • How will your AI replace emotional support animals by providing support to those that suffer from stress, anxiety, depression, and loneliness? How do you know it will work? • How will you get people to use your AI in public? How do you know? • Will the features change depending on Internet connectivity and/or location? (e.g., biofeedback response, health monitoring, communication/verbal/physical interaction, etc…)	

- What demographic will you be focusing on? (children, adolescents, young adults, professionals, elderly, or all)

Marketing Pitch
- In one paragraph (think of something that can go on your AIs packaging) describe the features of your AI and why it will be able to replace emotional support animals.

This assignment should have a minimum of 15 credible sources cited.

APA formatting tutorial:
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

The key to doing well on this assignment is finding evidence that supports your creativity. How do you know? and why? are the critical questions when you're developing new technology.

Hint: Talk to people (friends and family) to get evidence. Don't just rely on what you find in the library. Field research is a very powerful way of obtaining data/evidence. Also, don't just focus on the United States. For example, Japan is very much ahead of the United States when it comes to service and emotional support AIs.

Stress, anxiety, depression, and loneliness are very serious issues that counselors need to deal with on a daily basis with their clients. The purpose of this project is to see if other forms of therapy/treatment is possible beyond our traditional approaches.

Presentation

You will have the opportunity to share your findings and design with the class. You will present in person. The presentation should be approximately 7 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. Points will be deducted if excessive reading is observed. You must be present in class to receive the participation points.

This assignment can be completed as a group project if you choose.

	Assignment Characteristics for Emotional Support AI Paper and Presentation: Pedagogical Method - Experiential learning: Students will identify an area of need for emotional support, and develop an emotional support AI to gain a deeper understanding of applied knowledge for serious issues counselors deal with. X Factor Element – Finding Happiness: Students will develop a deeper understanding on issues related to mental health that counselors encounter. They will discover the feeling of empowerment as they apply their knowledge of counseling theories, modalities, and techniques in the development of a AI. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to various counseling styles).	

Counseling and the Media Paper	**Written Report**
	
	For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:
	
	1. Identify a character from a movie or book;
	2. Diagnose that character with a psychological disorder based off of DSM-V criteria;
	3. Explain why you feel the character should be diagnosed with that psychology disorder (use the DSM-V criteria);
	4. Identify a counseling theory that would best meet the need for the character. Use best practice data to support your rationale;
	5. Develop a minimum of two treatment goals for the character; and
	6. Based on the counseling theory you will utilize, describe a 10-week counseling program that you would implement to assist this character.
	    a. For each week you will state the following:
	        i. Goal for the session
		Written Report – 25 pts
		
		Presentation – 10 pts

	ii. What techniques will you utilize to achieve your session goal? iii. What are your expected results from the session? **Presentation** You will have the opportunity to share your analysis and counseling program with the class. You will present in person. The presentation should be approximately 5 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. Points will be deducted if excessive reading is observed. You must be present in class to receive the participation points. *(Group work is not allowed for this assignment.)*	
Final Exam	The final exam is a comprehensive timed multiple-choice exam.	200 pts

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

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.

Class Structure

This is an in-person class that primarily requires students to work in Learning Groups (two or more students). The class will consist of in class assignments to include but not limited to case studies, videos, presentations, and discussions. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.

2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.

3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Students are responsible for all material each week and participating and engaging in the in-class assignments to obtain Class Participation points.

Late Work

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

Extra Credit

None.

Changes to the Syllabus

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

Grades of Incomplete

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

Final Grades

Final grades will be determined based on the following percentages:

Assignment	Points
Video Reflections	25 (5 * 5pts each)
Counseling Theories Presentation	25
Emotional Support AI & Presentation	35 (25 written + 10 present)
Counseling and Media Paper	35 (25 written + 10 present)
Class Participation	100 (10 * 10pts each)
Final Exam	200

Total Points = 420

Final grades are submitted to Self-Service:

> A = 90% and above
>
> B = 80-89%
>
> C = 70-79%
>
> D = 60-69%
>
> F = 59% and below

Important Information

Academic Honesty

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

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

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment

for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

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

Nondiscrimination Policy & Notice of Nondiscrimination

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

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

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

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you

provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

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

Student with Disabilities Statement

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

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

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.

Date	Focus & Learning Objectives	Readings	Due
Week 1: 1/6 Monday	Welcome Review Course Syllabus Class Introductions		
Week 1: 1/8 Wednesday	What is Counseling? Chapter 1 Introduction and Overview Chapter 2 The Counselor: Person and Professional Review Requirements for the Counseling Theory Presentation Assignment and Emotional AI Project	Ch. 1 and 2	Create Learning Groups Assign Counseling Theory Presentations to learning groups.
Week 1: 1/10 Friday	Active Learning – Diversity and Brenda Case Study		Class Participation 1
Week 2: 1/13 Monday	Chapter 3 Ethical Issues in Counseling Practice	Ch. 3	
Week 2: 1/15 Wednesday	Introduction to Counseling Skills Key Concepts: Active listening, Attending Behavior, Observation, Encouraging, Paraphrasing, Summarizing, Reflection of Feeling, Reflection of Meaning, Questioning, Counselor's Personal Response, Confrontation, and Openness to Feedback.		
Week 2: 1/17 Friday	Active Learning Ethics Informed Consent		Class Participation 2

Week 3: 1/20 Monday	**Father Chaminade/Martin Luther King Jr. Day** **NO CLASS**		
Week 3: 1/22 Wednesday	Discussion – What is the mind-body connection? How does your stress response system work? What is anxiety and depression? Key concepts: Yerkes-Dodson Law, Sympathetic Nervous System, Parasympathetic Nervous System, Pre-Frontal Cortex, Limbic System, Hippocampus, Amygdala, PH Level, Carbon Dioxide, Cortisol, Serotonin, and Dopamine. Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication Active Learning Dyad – "How has your semester been going so far?", "Develop a self-care plan for the rest of the semester."		
Week 3: 1/24 Friday	Video on Canvas – Practical Psychotherapy with Adolescents (Alice K. Rubenstein, Ed.D.)		Rubenstein Video Reflection Due
Week 4: 1/27 Monday	Chapter 5 Adlerian Therapy Active Learning Case Studies	Ch. 5	Class Participation 3
Week 4: 1/29 Wednesday	Chapter 14 – Family Systems Therapy Case Studies Active Learning – Special populations/topics Genogram	Ch. 14	
Week 4: 1/31 Friday	Video on Canvas – Family Systems Counseling Session		Family Systems Video Reflection Due
Week 5: 2/3 Monday	Chapter 4 Psychoanalytic Therapy Psychoanalytic Presentation	Ch. 4	Psychoanalytic Presentation Due

	Discussion – Psychoanalytic Theory and how it is applied in counseling		
Week 5: 2/5 Wednesday	Chapter 4 Psychoanalytic Therapy

Case Studies | | |
| Week 5: 2/7 Friday | Chapter 4 Psychoanalytic Therapy

Active Learning – Special populations/topics | | Class Participation 4 |
| Week 6: 2/10 Monday | Chapter 7 Person-Centered Therapy

Person-Centered Presentation

Discussion – Person-Centered Theory and how it is applied in counseling | Ch. 7 | Person-Centered Presentation Due |
| Week 6: 2/12 Wednesday | Chapter 6 – Existential Therapy

Active Learning – Dyad Practice

Activity – "Working with an anxious client" | Ch. 6 | Class Participation 5 |
| Week 6: 2/14 Friday | Video on Canvas – Gloria Tapes (Person-Centered) | | Person-Centered Video Reflection Due |
| Week 7: 2/17 Monday | **President's Day**

NO CLASS | | |
| Week 7: 2/19 Wednesday | Chapter 8 – Gestalt Therapy

Gestalt Therapy Presentation

Active Learning

Case Studies | Ch. 8 | Gestalt Therapy Presentation Due |
| Week 7: 2/21 Friday | Chapter 8 – Gestalt Therapy

Video on Canvas – Gloria Tapes (Gestalt) | | Gestalt Video Reflection Due |
| Week 8: 2/24 Monday | **Emotional Support AI Presentations** | | |
| Week 8: 2/26 Wednesday | **Emotional Support AI Presentations** | | |

Week 8: 2/28 Friday	**Emotional Support AI Presentations** (Overflow)		Emotional Support AI paper is Due
Week 9: 3/3 Monday	Chapter 9 Behavior Therapy Behavior Therapy Presentation Discussion – Behavior Therapy and how it is applied in counseling	Ch. 9	Behavior Therapy Presentation Due
Week 9: 3/5 Wednesday	Chapter 9 Behavior Therapy Active Learning – Dyad Practice Activity – "Working with a depressed client" Activity – "Working with an overly controlling client"		Class Participation 6
Week 9: 3/7 Friday	Video on Canvas – Gloria Tapes (REBT)		REBT Video Reflection Due
Week 10: 3/10 Monday	Chapter 10 Cognitive-Behavior Therapy Cognitive-Behavior Therapy Presentation Discussion – Cognitive-Behavior Therapy and how it is applied in counseling	Ch. 10	Cognitive-Behavioral Presentation Due
Week 10: 3/12 Wednesday	Chapter 10 Cognitive-Behavior Therapy Active Learning – Dyad Practice Activity – "Working with an angry client" Activity – "Working with a client suffering from guilt" Case Studies		
Week 10: 3/14 Friday	Chapter 10 Cognitive-Behavior Therapy		Class Participation 7
Week 11: 3/17 Monday	**Spring Recess** **NO CLASS**		
Week 11: 3/19	**Spring Recess**		

Wednesday	**NO CLASS**		
Week 11: 3/21 Friday	**Spring Recess** **NO CLASS**		
Week 12: 3/24 Monday	Chapter 11 Choice Theory & Reality Therapy Choice Theory & Reality Therapy Presentation Discussion – Choice Theory & Reality Therapy and how it is applied in counseling	Ch. 11	Choice Theory & Reality Therapy Presentation Due
Week 12: 3/26 Wednesday	**Prince Kūhiō Day** **NO CLASS**		
Week 12: 3/28 Friday	Active Learning – Dyad Practice Activity – "Working with a client who is struggling adapting to adulthood" Active Learning – Dyad Practice Activity – "Working with the loss of trust in couples counseling" Activity – "Working with a client who suffered a loss in his/her life (not death-related – a break-up, loss of a job, etc.)" Activity – "Working with infidelity doing couples counseling"		Class Participation 8
Week 13: 3/31 Monday	Chapter 9 Acceptance & Commitment Therapy Acceptance & Commitment Therapy Presentation Discussion – Acceptance & Commitment Therapy and how it is applied in counseling	Ch. 9	Acceptance & Commitment Therapy Presentation Due
Week 13: 4/2 Wednesday	Chapter 9 Dialectical Behavior Therapy Dialectical Behavior Therapy Presentation Discussion – Dialectical Behavior Therapy and how it is applied in counseling		Dialectical Behavior Therapy Presentation Due
Week 13: 4/4 Friday	Active Learning – Dyad Practice Activity – "Working with the divorce of client's parents" Activity – "Working with a grieving client"		Class Participation 9

Week 14: 4/7 Monday	Chapter 10 Motivational Interviewing Motivational Interviewing Presentation Discussion – Motivational Interviewing and how it is applied in counseling Active Learning – Dyad Practice Activity – "Working with a client suffering from social anxiety"	Ch. 10	Motivational Interviewing Presentation Due
Week 14: 4/9 Wednesday	Chapter 12 Feminist Therapy Active Learning Case Studies	Ch. 12	
Week 14: 4/11 Friday	Chapter 12 Feminist Therapy Active Learning Case Studies Active Learning – Dyad Practice		Class Participation 10
Week 15 4/14 Monday	Media Paper and Presentation		
Week 15 4/16 Wednesday	Media Paper and Presentation		
Week 15 4/18 Friday	**Good Friday** **NO CLASS**		
Week 16 4/21 Monday	**Presentations**		
Week 16 4/23 Wednesday	**Presentations**		
Week 16 4/25 Friday	**Presentations** (overflow day)		Media Paper Due
Week 17 4/28 Monday	**Finals Week** **Final Exam**		**Final Examination Due**