



Chaminade University

School of Education and Behavioral Sciences
Educational Psychology

EPSY 704 Advanced Counseling Theories and Techniques

Class meeting schedule Hybrid; Online Tuesday 5:30-9:20
Credits: #3 Section: EPSY-704-90-7 Term: Winter 2025

Instructor Information



Instructor: Gina Nahale Tana, MSCP, Psy.D.

Email: gina.tana@chaminade.edu

Phone: 808-285-2835

Virtual Office Hours: Please email me to set up a meeting

Communication

I will respond to emails within 24-48 hours. If you need to get ahold of me right away, please send me a text.

School & Department Information

School of Education and Behavioral Sciences

Office Location: BS 111

Phone: (808) 739-4652

If you have questions regarding the Educational Psychology program, reach out to your Instructor or the School of Behavioral Sciences.

Course Description & Materials

Catalog Course Description

An in-depth and comprehensive exploration of the theoretical background and practical application of selected contemporary approaches to mental health counseling with school aged children and youth.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement. 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 class, 16 hours in online engagement, 9 hours studying and taking the final exam, 4 hours to complete the final exam, 8 hours in discussions and other activities in the course and approximately 58+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials

Erford, B. (2019). *45 Techniques Every Counselor Should Know*, 3rd Edition. The Merrill Counseling

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) *Counseling and Psychotherapy7 Theories in Context and Practice: Skills, Strategies, and Techniques* 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Canvas: <https://chaminade.instructure.com/courses/42139>

Learning Outcomes

EdD in Educational Psychology Program Learning Outcomes (PLOs)

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

Course Learning Outcomes (CLOs)

1. Define the legal and ethical responsibilities regarding the counseling relationship, in particular, in counseling minors (PLO 1).
2. Analyze and apply evidence-based practices for counseling children and adolescents (PLO 3).
3. Develop a conceptual understanding of the processes underlying interpersonal, emotional, and cognitive changes in children and adolescents (PLO 3).
4. Implement evidence-based interventions for students who have been identified with a wide variety of problems, issues, and/or disorders (PLO 1).

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.

Each of these characteristics is 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 'Ōlelo No'ēau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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

Course Activities

Assignments

Consultation Online Discussion (15pt)

For this assignment, each student will provide an example of an ethical dilemma drawing from their own experience in the school system (do not post any identifying information but provide a realistic example). All students will then respond to 3 of their colleagues, providing a substantive response for how to manage or navigate this situation. Responses must reference existing ethical codes or pertinent laws/legislation.

Research Review White paper (25pts)

For this assignment, students will identify one evidence-based intervention for use with children or youth that has considerable research to support it. They will construct a short report (between 2 to 3 pages, single-spaced, 12 pt. font) presenting the intervention, the evidence, the applications specifically to children/youth within the school context, the efficacy, and any practical limitations.

Case Role-Plays (25pts)

For this assignments, students will participate in a role-play with their peers that is modeled after a typical counseling process (assessment, treatment planning, and intervention session). Each student will create a vignette and enact that role when playing the client. Each student when playing the counselor is expected to enact the following 1) assess and diagnose (or recommend further evaluation), 2) co-construct treatment goals and plans with systemic considerations, and 3) administer an intervention and assess for its effectiveness. Finally, every student will provide their colleague with written feedback about their performance as a counselor.

Discussions 10pts X 5

You will complete a total of 5 discussion questions. Please refer to the module for more information.

Quizzes

Final Theory Application and Case Conceptualization Paper (25pts)

For this assignment, students will identify a concern and population with which they foresee counseling or are passionate about working with. They will conceptualize the case with a theory and systemic lens, identifying how they might approach working with the client alongside their academic team, and what interventions from the theory would be useful. This paper must be at least 8 pages, not including cover page and references, and use APA format (double-spaced, 12 pt. font, correct in-text citation and Reference page).

Course Policies

Attendance

Attendance for this course is mandatory and graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course or accumulates more than 1 unexcused absence will receive a failing grade due to the accelerated nature of this course.

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 work will be accepted unless a special arrangement has been made with the course instructor PRIOR to the due date of the assignment. No exceptions will be made regardless of reason once the due date and time has passed. Communication is key.

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.

Final Grades

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

A	= 93-100%
A-	= 90-92%
B+	= 87-89%
B	= 83-86%
B-	= 80-82%
C	= 70-79% (Failed – No credit given)
F	= 0 – 69% (Failed – No credit given)

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

Wk of	Theme	Info	Due Dates
1/7	<ul style="list-style-type: none"> • Introductions • Syllabus • Psychotherapy and Counseling 	In-class DQ 1 Week 1 Attendance Videos	Introduction Survey
1/14	No Class Meeting	Erford Chapter 1-4 Solution Focused Brief Counseling	Consultation Online Discussion
1/21	<ul style="list-style-type: none"> • Psychodynamic • Person-Centered 	In-class DQ 3 Videos	
1/28	No Class Meeting	Erford Chapter 5-8	Role Play
2/4	<ul style="list-style-type: none"> • Cognitive Behavioral Theory and Therapy 	Chapter 8 In-class DQ 5 CBT Guide	
2/11	No Class Meeting	Erford Chapter 11-17	Research Review White Paper Second Role Play
2/18	<ul style="list-style-type: none"> • Choice Theory and Reality Therapy 	Chapter 9 In-Class DQ 7 Videos	
2/25	No Class Meeting	Erford Chapter 18-27	First Part of Role Play
3/4	<ul style="list-style-type: none"> • Gestalt Therapy 	Chapter 7 Videos In-class DQ 9	
3/11	No Class Meeting	Erford Ch. 28-31	Final Theory Application and Case Conceptualiza tion Paper