



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

## PSY 603 Intro to Counseling Skills

Behavioral Science Building 102 Mondays 5:30 PM – 9:20 PM

Credits: 3      Section: 603-01-3      Term: Spring 2025

### Instructor Information

**Instructor:** Sheena Galutira, LMHC, NCC, CSAC

**Email:** [sheena.galutira@chaminade.edu](mailto:sheena.galutira@chaminade.edu)

**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](mailto: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

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce

students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

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

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

### 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 30 hours online/in-person on the learning management system and/or in class, 6 hours in writing response papers, 5 hours studying for the midterm exam, 3 hours writing and revising the

reflection papers, and 5 hours studying for the final exam. There will be an additional 86 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 9 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

Sommers-Flanagan, J.R. (2023): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.

### 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 the MSCP program, the student will:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs)

Upon completion of PSY 603, the student will be able to:

1. Implement the use of science-based basic counseling skills and assessment competencies via the skills proficiency checklist (PLO 1).
2. Conduct components of counseling sessions in an ethical manner, including an introduction session, establishing consent, psychosocial history, formulating homework assignments, and termination. This will be assessed through partner dyads and role-play (PLO 1).
3. Efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (PLO 1, 3) and formulate and present a case which is efficient, succinct, and complete. This will be assessed through various papers and essays (PLO 1, 3).

4. Exemplify an understanding of how personality, interpersonal style, and cultural background contributes to counseling, for the counselor and the for clients. This will be assessed with dyads, role-play, and the skills proficiency checklist (PLO 3).
5. Identify the strengths and limitations of a client-centered approach to counseling in the context of the practice after completion of the MSCP program. This will be assessed with reflections, and essays (PLO 1).
6. Display the ability to receive and integrate feedback regarding counseling practice from supervision and peers. This will be assessed through dyads, role-play, and the skills proficiency checklist (PLO 4).

### [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 603 Intro to Counseling Skills is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gain knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, 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 ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('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

### Scientific Method Definitions

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

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

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

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

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

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

*The above quotes were taken directly from: Research Design And Counseling Heppner, Kivlighan, and Wampold*

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

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

*The above quotes were taken directly from: Research Method In Social Relations  
Kidder*

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

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

*The above quotes were taken directly from: Methods In Behavioral Research Cozby*

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

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

#### Alignment of Course Learning Outcomes

	CLO 1, 2, 3	CLO 4, 5, 6
<b>Marianist Values</b>	2, 5	2, 5
<b>PLOs</b>	1, 2, 3	1, 2, 3
<b>Native Hawaiian Values</b>	2, 5	2, 5
<b>Gen Ed Learning Outcomes (if applicable)</b>		

## Course Activities

Assignments, Presentations, and Papers	Description	Points	Applicable CLO
<b>Counseling Skills Proficiencies</b>	<p>This course is a benchmark class. The student must meet the minimum score on the Counseling Skills Proficiency Record. <b>The minimum score to pass is 20 out of 36.</b></p> <p>A score of &lt;20 will result in a failing grade. The student will NOT pass PSY 603 regardless of other scores earned for PSY 603 Intro to Counseling Skills.</p>	Pass/Fail (36 pts)	1, 2, 3, 4, 5, 6
<b>Counseling Fitness Survey</b>	Each students will complete an assessment of their personal counseling dispositions and behaviors. To show proof of completion please submit to Canvas a screenshot confirming the survey was submitted.	10 pts	1, 2, 4, 5, 6
<b>Class Exercises</b> <b>Fishbowl Exercises</b>	<p>Students will demonstrate counseling skills as documented on the Counseling Skills Proficiency Record based on scenarios provided. Students observing will provide feedback to the students demonstrating counseling skills. Feedback will include:</p> <ul style="list-style-type: none"> <li>• Assigned observations of specific counseling skills</li> <li>• Overall thoughts on student's performance as a counselor</li> </ul>	N/A	1, 2, 3, 4, 5, 6
<b>What is Counseling? Paper</b>	<p>Students will read journal articles, reflect, and write a paper on what counseling is. Students will address the following:</p> <ul style="list-style-type: none"> <li>• What is counseling?</li> <li>• What is the purpose of counseling?</li> <li>• Why do I want to be a counselor?</li> <li>• What is effective counseling?</li> <li>• How can I be an effective counselor?</li> <li>• How will I know if I am being a counselor instead of a friend, advice giver, caregiver, etc?</li> </ul>	25 pts	



	<ul style="list-style-type: none"> <li>• How can I develop the client-counselor relationship</li> <li>• Thoughts on self-disclosure</li> <li>• What personal challenges might you have that would affect countertransference?</li> <li>• Are there conditions that should be met to help or counsel someone? What would be those conditions?</li> <li>• How do you see yourself as a counselor?</li> </ul> <p>The paper will be at minimum 5 pages in APA format with a minimum of 4 credible sources.</p>		
<b>Dyad Skills Session Documentation</b>	<p>Student will complete documentation based on their counseling sessions. Documentation includes:</p> <ul style="list-style-type: none"> <li>• Assessment 1</li> <li>• Treatment Plan 1</li> <li>• Case Note 1</li> <li>• Assessment 2</li> <li>• Treatment Plan 2</li> <li>• Case Note 2</li> </ul>	30 pts (6 @ 5 pts each)	1, 3
<b>Counselor Competencies Reflections</b>	<p>You will complete 6 reflective essays, which will cover your new understandings that you have gained through videos, readings, and assignments and how it relates to your professional growth through each of the 6 counselor competencies. This self-assessment should allow you to practice being aware of the insight you have gained, improve your ability to express your ideas and help to explore a range of perspectives, as well as reflect deeply on a few significant aspects and learning points.</p> <p>2 pages reflection double spaced, 12 pt font, and 1 inch margins.</p> <p>6 Counselor Competencies:  <a href="https://drive.google.com/file/d/163CSbvseze3e33KsmkAWblzBYLHBdkgJ/view?usp=sharing">https://drive.google.com/file/d/163CSbvseze3e33KsmkAWblzBYLHBdkgJ/view?usp=sharing</a></p>	50 pts (5 @ 10 pts)	1, 2, 3, 4, 5

<p><b>Overall Process Reflection Paper</b></p>	<p>The Overall Process Paper will be a minimum of 5 pages in length, double spaced, 12pt font, Times New Roman or Arial type font, with one inch margins in APA format.</p> <p>Students will reflect on their overall personal learning. The process paper will consist of two parts.</p> <p><b>Part 1:</b> Articulate your growth from week 1 to week 10 of this course. What did I learn from this class? What were my strengths in this class? What fears do I have in therapy/counseling, and how will I address this? What counseling skills did I utilize in this class? How will I build rapport with my clients, and why is it important?</p> <p><b>Part 2:</b> Why is self-awareness, self-reflection, and humility important as a student in the MSCP program and as a professional counselor? What are my goals moving forward in the MSCP program? (Theoretical Orientation)</p>	<p>25 pts</p>	<p>4, 5, 6</p>
<p><b>Case Summary</b></p>	<p>Each student will document the summary for the Partner 2 client that the student was the counselor for. The Case Summary will be presented prior to the Final Exam role-play dyad. The Case Summary will include the following sections:</p> <ul style="list-style-type: none"> <li>• Identifying information</li> <li>• Reason for referral</li> <li>• History of presenting problem</li> <li>• Developmental history</li> <li>• Social and family history</li> <li>• Psychiatric history</li> <li>• Medical history</li> <li>• Educational history</li> <li>• Clinical impressions</li> <li>• Summary</li> <li>• Discharge plan</li> </ul>	<p>25 pts</p>	<p>2, 3</p>

<p><b>Mid-Term Dyad and Transcript</b></p> <p><b>Mid-Term Reflection</b></p> <p><b>Mid-Term Counseling Skills Proficiency</b></p>	<p>Students will be evaluated on their ability to demonstrate counseling skills as documented on the Counseling Skills Proficiencies Record. The student's Partner 1 (client) will continue the session from Week 5's treatment planning meeting. The session will be as if the client is returning a week or so after the treatment planning meeting. Role-plays will be 10-15 minutes in length. In addition to the dyad, students will submit a verbatim transcription of their session. Student will identify and highlight the counseling skills that were used in the session, and comment on areas of strengths and improvements in the session.</p> <p>Student counselor will also reflect on their progress and growth from Week 1, and do a self-evaluation on their ability to meet the basic counseling proficiencies using a modified Likert rating scale for skills. The self-evaluation will be done using a blank Counseling Skills Proficiencies Record.</p> <p>The Mid-Term requires the following components:</p> <ol style="list-style-type: none"> <li>1. Dyad video and transcript (40 pts) <ol style="list-style-type: none"> <li>a. Each student in the role of the counselor will transcribe verbatim the submitted Video Clip of session. Student will identify and highlight the counseling skills that were used in the session, and comment on areas of strengths and improvements in the session.</li> </ol> </li> <li>2. Reflection (40 pts)</li> <li>3. Counseling Skills Proficiencies Self-Evaluation (20 pts)</li> </ol> <p><b><u>Example of Transcript:</u></b></p> <p>Client: "I just don't have time to exercise, and I don't have the money to join a gym. But, I really want to lose weight and feel better."</p> <p>Counselor: "I hear that you want to lose weight</p>	<p>100 pts (40 pts – Dyad and Transcript 40 pts – Reflection 20 pts Counseling Skills Proficiencies Self-Evaluation)</p>	<p>1, 2, 3, 4, 5, 6</p>
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	<p>and feel better” *nods head* (Paraphrase &amp; Encouraging) “So on one hand you know exercise is good for you, and on the other hand you don’t want to do it” (Confrontation)</p> <p>*After the confrontation I could have challenged the client by saying “How can you achieve your goal if you don’t have time, and money, but want to lose weight and feel better?”</p>		
<p><b>Final Examination</b> Includes: 1. Case Presentation (15 pts) 2. Video clip of session (10 pts) 3. Transcript of session with identified counseling skills (75 pts)</p>	<p>The Final Examination allows students to demonstrate their mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record.</p> <p>Only the student in the counselor role will be graded. The student’s grade will be based on the student’s ability to present and provide evidence of the basic counseling skills. The counseling session scenario will be a continuation from the Week 9 session.</p> <p>The student in the role of the counselor will be responsible for submitting 3 required materials for the Final Examination. These required materials are:</p> <ol style="list-style-type: none"> <li>1. Case Presentation: each student in the role of the counselor will present their case summary prior to the 15 minute counseling session. Students will present the “client” in an ethical and respectful manner. Students should be able to articulate their case and speak about the direction of the client’s treatment plan, and goals (15 pts).</li> <li>2. Video Clip of Session: each student in the role of the counselor will submit a ~15 minute recording of a counseling session where the counselor displays all counseling skills documented on the Counseling Skills Proficiencies Record form (10 pts).</li> <li>3. Transcript: each student in the role of the counselor will transcribe verbatim the submitted Video Clip of Session. Student will identify and highlight the counseling skills</li> </ol>		

	<p>that were used in the session, and comment on areas of strengths and improvements in the session. (75 pts).</p> <p><b><u>Example of Transcript:</u></b></p> <p>Client: "I just don't have time to exercise, and I don't have the money to join a gym. But, I really want to lose weight and feel better."</p> <p>Counselor: "I hear that you want to lose weight and feel better" *nods head* (Paraphrase &amp; Encouraging) "So on one hand you know exercise is good for you, and on the other hand you don't want to do it" (Confrontation)</p> <p>*After the confrontation I could have challenged the client by saying "How can you achieve your goal if you don't have time, and money,</p>		
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## Course Policies

### Attendance

If you miss more than one class, without an excuse and documentation, you will be given a "C" and you must retake the class. (This is graduate programs policy.)

### Class Structure

PSY 603 Intro to Counseling Skills is intended to provide students with training in the fundamental skills required for counseling, and counseling-related tasks, such as documentation, case conceptualization, and case presentation. Emphasis will be placed on developing competencies in skills (sometimes referred to as micro skills) in:

- Attending behavior
- Observation
- Encouraging
- Paraphrasing
- Summarizing
- Reflection of feeling
- Reflection of meaning
- Questioning
- Counselor's personal response
- Confrontation

- Openness to feedback/supervision
- Ability to incorporate feedback

Students will be actively participating in role-playing, and dyads in a counseling context. Students will also be providing feedback to their peers based on peers' demonstrated counseling skills as documented on the Counseling Skills Proficiency Record. Feedback is meant to provide data to students as a means for improvement and growth as a counselor.

### 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.

### 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:

<u>Assignment</u>	<u>Points</u>
Counseling Skills Proficiencies*	36
Counseling Fitness Survey	10
What is Counseling? Paper	25
Dyads Skills Session Documentation	30 (6 @ 5pts each)
Case Summary	25
Counselor Competencies Reflections	50 (5 @ 10pts each)
Overall Process Reflection Paper	25

Mid-term	100
Final Exam	100
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Total Points =	401

***\*A score of <20 on the Counseling Skills Proficiency Record will result in a failing grade regardless of other scores earned.***

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](mailto: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](mailto: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](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

## Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"> <li>▪ Welcome, Introductions, Course Syllabus review</li> <li>▪ Goals, tone, and agreement</li> <li>▪ Review skills proficiencies</li> <li>▪ Self-Awareness</li> <li>▪ Video</li> <li>▪ Skills: Attending behavior, questioning, observation</li> <li>▪ Video: Basic Listening Skills</li> </ul>	Chapters 1, 2	
Week 2	<ul style="list-style-type: none"> <li>▪ What is counseling?</li> </ul>	Chapters 3, 4, 5	<b>Counselor Competency Reflection 1</b>
Week 3	<ul style="list-style-type: none"> <li>▪ Skills: Reflection of feeling, reflection of meaning, counselor's personal response</li> <li>▪ Skills: Encouraging, questioning, paraphrasing, summarizing</li> <li>▪ Feedback and Empathic Responding</li> <li>▪ Case notes</li> <li>▪ Class exercise – Practice Skills Exercise – Loss</li> </ul>	Chapters 6, 7	<b>What is Counseling? Paper</b>
Week 4	<ul style="list-style-type: none"> <li>▪ Conducting a Mental Status Exam</li> <li>▪ Intake, assessment, informed consent</li> <li>▪ Class exercise – Intake Session (Partner 1)</li> <li>▪ Treatment Planning (Partner 1)</li> </ul>	Chapter 8, 9, 11	<b>Counselor Competency Reflection 2</b>  <b>Case Note 1</b>
Week 5	<ul style="list-style-type: none"> <li>▪ <b>Midterm Counseling Skills Proficiency</b></li> </ul>		<b>Assessment 1</b>  <b>Treatment Plan 1</b>
Week 6	<ul style="list-style-type: none"> <li>▪ Crisis Intervention</li> <li>▪ Video clips</li> <li>▪ Class exercise - Crisis</li> </ul>	Chapter 10	<b>Midterm Dyad and Transcript</b>

			<b>Midterm Counseling Skills Proficiencies Self Evaluation</b>  <b>Midterm Reflection</b>
Week 7	<ul style="list-style-type: none"> <li>● Intake, assessment, informed consent</li> <li>● Intake Session (Partner 2)</li> </ul>	Chapters 12, 13	<b>Counselor Competency Reflection 3</b>  <b>Case Note 2</b>
Week 8	<ul style="list-style-type: none"> <li>● Treatment Planning (Partner 2)</li> <li>● Termination and Discharge Plan</li> <li>● Case Summary</li> </ul>	Chapters 14, 15	<b>Counselor Competency Reflection 4</b>  <b>Assessment 2</b>
Week 9	<ul style="list-style-type: none"> <li>● Class exercise</li> </ul>		<b>Counselor Competency Reflection 5</b>  <b>Treatment Plan 2</b>
Week 10	<ul style="list-style-type: none"> <li>● <b>Final Examination</b></li> </ul>		<b>Final Examination</b>  <b>Case Summary</b>

			<b>Counseling Fitness Survey</b>  <b>Overall Process Paper</b>
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