Chaminade University

Master of Science in Counseling
Psychology Course Syllabus
PSY 724-90-3 Advanced Counseling Techniques and Consultation in School Settings
Term: Accelerated Summer ; 7/7/2025 – 9/12/2025
Class Meeting Days: Monday
Online: meet.google.com/frp-mfaq-zrm
Class Meeting Hours: 5:30-9:20 pm
Credits: 3   Section: 90 -3 Term: Summer 2025

Instructor Information

Instructor: Sonja Samsonas
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Phone: (808) 753 - 3612
Office Location: Virtual or In-person Before or After Class
Office Hours: Available after class or by appointment or request.
Virtual Office: **meet.google.com/frp-mfaq-zrm**
Virtual Office Hours: Available after class or by appointment or request.

Communication

Questions for this course can be emailed to the instructor at **sonja.samsonas@chaminade.edu**
Online, in-person and phone conferences can be arranged. Response time will take place within 24 - 48 hours.

School & Department Information

Master of Science in Counseling
Phone: (808) 735 - 4711 main line or Graduate admissions Phone: (808) 739 - 8340

If you have questions regarding the Master of School Counseling program director or reach out to your instructor or the School of MSCP.

Course Description & Materials

University Course Description
This course provides an in-depth and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling and consultation in a school setting. Prerequisites: PSY 500, 501, 636.

Course Overview
This course is designed for persons working in a school providing mental health services, academic support, and/or guidance to PK-12 students. This course provides applied learning that links counseling and consultation theory to practice based on the current best-practice literature.

Course Approach

This course is designed to be interactive, full of dialog, and conversation. Every class will begin with an energizer to build relationships with the students and the instructor. While the course is theoretically based upon counseling skills and theories, scenarios will be presented for the students to analyze and critique. Opportunities will be given for students to discuss "real life" situations. The instructor believes that learning can occur most optimally when students are actively, cooperatively, and meaningfully engaged. Students are expected to attend class fully prepared and ready to learn.

Required Materials

Text:

Brigman, G., Villares, E., Mullis, F., Webb, L., & White, J. (2022). <u>School Counselor Consultation, Skills</u> <u>for Working Effectively with Parents, Teachers, and Other School Personnel</u>, 2nd edition, Hoboken, NJ: John Wiley & Sons, Inc.

<u>Additional Required Learning Materials</u>

Instructor may include journal articles and other materials, such as websites, eBooks, applications, software, etc. Full text citations will be provided for materials offered. Minimal technology is required

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

<u>ACA 2014 Code of Ethics</u>

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.

<u>C.2.g: Impairment</u>

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

Learning Outcomes

<u>MSCP Program Learning Outcomes:</u>

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 & School) counseling. (the specific emphasis would be stated for each of the emphasis areas)

3. Facilitate the counseling process with clients.

4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

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

1. Apply advanced counseling techniques to address the unique needs of students in a school setting. Assessment method: Chapter presentations/quizzes; workshop presentation (PLO 1, 2, 3)

2. Utilize a consultative approach to collaborate with school personnel, families, and community partners to address systemic issues impacting student mental health and well-being. Assessment method: Written assignments and role plays. (PLO 2, 3)

3. Critically evaluate the research on evidence-based counseling techniques and interventions for school-aged children and adolescents. Assessment method: HSCA article; Site Visit paper. (PLO 2)

4. Evaluate the ethical and legal considerations related to counseling and consultation in a school setting, including informed consent, confidentiality, and mandatory reporting laws. Assessment method: Short-answer quizzes. (PLO 2)

5. Apply a strengths-based approach to counseling and consultation in a school setting, utilizing the multi-tiered system of support (MTSS) framework to identify and address the unique needs of students at different levels of intervention. Assessment method: Chapter presentations/quizzes; HSCA article; Site Visit paper, and workshop presentation. (PLO 2, 3, 4)

Course Integration of Hawaii Counselor Standards

ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

Learner and Learning

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

Content

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.
2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

Instructional Practice

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Professional Responsibility

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.
7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.
7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Hawaii General Learner Outcomes:
1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.)
5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology. (The ability to use a variety of technologies

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

1. Educate for Formation in Faith
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of

Dayton. **Each of these characteristics are integrated, to varying degrees, in this course.**

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the '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

Alignment of Course Learning Outcomes

Alignment Area	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	Educate for adaptation and change; Quality education	Educate in family spirit; Service, justice, and peace	Integral, quality education	Educate for adaptation and change; Integrity of creation	Service, justice, and peace; Adaptation and change
PLOs	PLO 1, 2, 3	PLO 2, 3	PLO 2	PLO 2	PLO 2, 3
Native Hawaiian Values	Na'auao (integral, deep learning); Aina (learning from multiple sources)	'Ohana (family spirit); Aloha (wisdom through connection)	Na'auao	'Aina (responsible action through understanding)	Aloha; 'Aina
General Learner Outcomes	Complex Thinker; Quality Producer	Community Contributor; Effective Communicator	Self-directed Learner; Complex Thinker	Effective and Ethical User of Technology	Complex Thinker; Quality Producer

Course Activities

Course Requirements:

1. School Counselor Consultation Text Chapter Presentations – Each student will present a chapter from the text "School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel" on a chosen date (sign-up sheet will be available on the first night of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is 75 points. The breakdown of points is below:
      Organization & Clarity – 25 points
      Outline – 25 points
      Activity – 25 points
      Total – 75 points

2. School Counselor Consultation Resource Toolkit- This assignment emphasizes the application of consultation skills through the creation of six age-specific resources that school counselors can use when collaborating with teachers, administrators, or families. Each resource will be developmentally tailored to a specific grade band and demonstrate the student's understanding of effective, culturally responsive consultation practices.
Each student will submit one consultation resource for the following grade bands:

1. Pre-K
2. Grades K–2
3. Grades 3–5
4. Grades 6–8
5. Grades 9–10
6. Grades 11–12

Students may choose from a variety of formats, such as:

- Family tip sheets, email templates, or handouts (e.g., using storybooks like *The Bucket Filler*)
- Teacher-facing strategy guides or consultation frameworks
- School transition tips (e.g., entering kindergarten, middle school, or high school)
- Organizational tools for students (e.g., planners, routines, digital study aids)
- Media usage guidance for families (e.g., screen time, social media safety)
- "What Does a School Counselor Do?" informational flyers
- "Meet the Counselor" flyers for back-to-school or open house
- Visual aids or mini-slide presentations for meetings with families or staff
- Short video demonstrations (2–3 minutes) modeling consultation conversations
- Any other approved format that meets consultation goals

Students are encouraged to draw from course content (e.g., *School Counselor Consultation Skills* by Greg Brigman), developmentally appropriate practices, and real-world school counseling scenario.

- Submit a digital copy to a shared Google Drive folder
- Submit a hard copy in class to be compiled into a physical resource binder

Total Points: 150 (6 submissions x 25 points each)
Organization & Clarity – 5 points
Connection to Course Content – 5 points
Practical Application/ Developmentally Appropriate– 15 points
Total – 25 points

3. HSCA Article – In lieu of a final exam, each student will submit a typewritten, double-spaced paper of no more than 500 words maximum that may be featured in the Hawaii School Counselor Association's newsletter. This paper should identify current issues impacting students and explain how it is significant to the different types of counselors in the school system here in Hawaii. Evidence to support your paper should be demonstrated by research. All students will present their papers to the class during the 8th and 10 meeting sessions, and the completed paper will be turned in to the instructor. Themes for this year's ASCA State Newsletter 2025-26 are:

Issue	Deadlines & Delivery Dates	Theme
September 2025	Content due 8/11 List due 8/25 Deliver 9/5	**School Counselor Advocacy** *Feature articles from ASCA:* Balancing leadership, district-wide support, advisory councils, resistance to change
November 2025	Content due 10/10 List due 10/24 Deliver 11/5	**Use Your ASCA Tools** *Feature articles from ASCA:* Equip yourself with the new edition of the ASCA National Model® and the full range of school counselor resources from ASCA.

January 2026	Content due 12/5 List due 12/18 Deliver 1/5	**Proactive Approaches** *Feature articles from ASCA:* A future-focused elementary program, using minute meetings, addressing anxiety, rejuvenating yourself
March 2026	Content due 2/5 List due 2/20 Deliver 3/5	**Family Connections** *Feature articles from ASCA:* Ethics with families, embedding engagement, connecting with families in urban communities and those who homeschool
May 2026	Content due 4/11 List due 4/24 Deliver 5/5	**Students and SEL** *Feature articles from ASCA:* SEL's impact on academics, behavior interventions, SEL family night, emotionally resilient students

Total value is 50 points
Rubric:
Organization & Clarity – 15 points
Backed up by Research – 15 points
Implications for Counselors – 20 points
Total – 50 points

4. Site Visit Paper – Each student will visit a school site and shadow a counselor for a minimum of 15 hours. Students will write no less than a two-page (or more) report sharing their observations, experience, and feelings of the site visit. Please keep a time log indicating the dates you visited, the times, and a brief description of the activity you were engaged in or observing. This report will be turned in to the instructor and shared with the class during the 8th and 10th meeting sessions. Total value is 50 points.

5. MSCP Counselor Portfolio – Each student will submit their school counselor portfolio with elements of their experience up until Psy 646. This portfolio will be submitted into the student's google drive file that connects to google classroom, prior to registering for the practicum course. Elements of the portfolio at this stage of preparation include:
a) An audio/visual introduction – this is your opportunity to introduce yourself and explain why you want to be a professional school counselor.
b) Resume
c) Unofficial Chaminade University of Honolulu transcript
d) Explanation of any incomplete grades or grades of C or lower
e) Artifacts and descriptions – a minimum of one (1) artifact will be a sample of your academic content knowledge integrating what you learn in your MSCP classes with the School Counseling Performance Standards. This evidence will identify counseling theories, principles, concepts, techniques, and facts in school counseling. Each artifact will include 1) name of the artifact, 2) applicable performance standards, 3) description of the artifact, 4) purpose of the artifact, 5) what is the artifact providing evidence for, and 6) reflection.
The total value for this assignment is 50 points.

6. Workshop/Professional Development Presentation – Each student will prepare a 20-minute professional development presentation on a topic of their choice. Part of being a professional school counselor in the field involves providing faculty, staff, parents, and other interested stakeholders, with workshops and professional development opportunities to grow and better service students. Chaminade students may decide their topic and target populations. Examples might include: professional development for elementary school teachers working with ADHD

children in the classroom; professional development for high school teachers on how to work with students suffering from anxiety and/or depression; classroom management techniques for teachers; parenting workshops on how to deal with parenting issues like getting homework done; discipline; self-esteem, etc. You must get permission from the professor on the topic of your choice, prior to presenting your workshop. The total value for this assignment is 75 points.

Rubric:
Organization/clarity – 25 pts.
Backed up research – 25 pts.
Presentation skills: speaking clearly, addressing audience, summarizing slides rather than reading, etc. 25 pts.
Total – 75 points

Course Assessments

Assignments	Points	CLO
Chapter Presentations (2)	80 points (40 x 2)	1,2,3,5
Resource Consultation Toolkit	150 points (6 x 25)	1,2,3,4,5
HSCA Article	50 points	1,2,3,4,5
Site Visit with Paper	50 points	1,2,5
Counselor Portfolio	50 points	1,2,3,4,5
Workshop Presentation	70 points	1,2,3,5
Total Possible Points	**450**	

Grading
A = 405-450

B = 360-404

C = not passing range.

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence-based research.

Course Policies

Attendance

Due to the accelerated nature of this course, **attendance is required for all class sessions.** Active participation is essential for developing consultation skills and engaging in in-class role plays and discussions. **Students who miss more than one class** will receive no higher than a **letter grade of "C"** for the course, regardless of performance on assignments. If an absence is unavoidable, students are responsible for reviewing all materials and coordinating with the instructor in advance

"C" is a failing grade, and the course will need to be retaken.

Late Work

Assignments are due on the dates specified in the course calendar. Late work will be accepted up to one week after the due date with a possible deduction of up to 10% of the total points. Work submitted beyond this window may not be accepted without prior approval. Extensions may be granted for documented emergencies with communication initiated as soon as possible.

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.

Time Allotment

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, practice, 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 35 hours in class; 15 hours at a school site; 5 hours writing a site visit paper; 30 hours researching, writing, and presenting a professional development workshop and chapter reviews from the text; 10 hours writing and researching chapter quizzes; 10 hours researching and writing HSCA article; and 10 hours preparing the counselor portfolio. There will be an additional 20 of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

Final Grades

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 ʻIke: Tutoring & Learning Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates	Tentative Course Schedule:
Date	**Topic**
Week 1 **7/7**	Welcome & Introductions Orientation & Overview of Course Review of Syllabus & Course Requirements Sign up Chapter Presentations Sign up for Workshop Presentations
Week 2 **7/14**	Relationship Building **Chapter 3-4 Presentation** School Counselors as Professionals in the School Setting PreK - Presenter: SEL through Literacy and Classroom Management
Week 3 **7/21**	Relationship Building **Chapter 5-6 Presentation** School Counselor Portfolio Review and In Class Work **Due: Toolkit Consultation Resource- PreK**
Week 4* **7/28**	**Thursday Online Zoom Meeting in lieu of class** **meet.google.com/qiu-hqwb-pes** **If you have another class Thursday - please watch the recorded meeting** Reflection Assignment
Week 5 **8/4**	Relationship Building **Chapter 7-8 Presentation** Ethical Issues in Consultation The Heart of the Counselor – Counselor Disposition Form Role Play Scenarios **Due: Toolkit Consultation Resource- K-2**
Week 6 **8/11**	Relationship Building **Chapter 9-10 Presentation** Case Consultation with Teachers and Parents Role Play Scenarios **Due: Toolkit Consultation Resource- 3-5** **Workshop Presentation** -Mindsets, Beliefs, Perception
Week 7 **8/18**	Relationship Building **Chapter 11-12 Presentation** Typical Issues in School Consultation **Due: Toolkit Consultation Resource- 6-8** **Workshop Presentation** -Introduce Portfolio -Role play scenarios
Week 8 **8/25**	Relationship Building **Chapter 13-14 Presentation** Workshops and Education Programs **Due: Toolkit Consultation Resource- 9-10** **Workshop Presentation**

	Site Visit Shared **HSCA Paper Shared** -Counselor's role in mental health
Week 9 **9/1** **No Class** **Labor Day**	**Chapter 15-16** **HSCA Paper Due** **Site Visit Paper Due**
Week 10 **9/8**	Relationship Building **Site Visit Shared** **HSCA Paper Shared** **Due: Toolkit Consultation Resource- 11-12** **Chapter 15-16 Presentation** **Counselor Portfolio Due** **Wrap Up**