



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP 7044

Course Title: Consultation and Community Mental Health

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2025

Course Credits: 03

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00-12:00 (section 1); 1:00-4:00 (section 2)

Class Location: Keiffer 10 (section 1); Keiffer 8 (section 2)

Instructor Name: Jeffrey D. Stern, PhD

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Office Location: Behavioral Sciences 109

Office Hours: Mondays and Thursdays - 2:00pm – 4:00pm; or by appointment

University Course Catalog Description and Overview

This course will introduce students to theoretical and empirical knowledge as it relates to consultation and community mental health. Students will become familiar with the multiple systemic arenas in which clinical psychologists function as consultants within diverse community settings. An overview of consultation theory (including models of consultation), research, and practice will be reviewed as well as a systemic review of community mental health. Emphasis will also include application of this knowledge through comprehension of diverse relational dynamics as a psychologist working within community mental health settings.

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:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian 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

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will articulate and analyze consultation models and practices and will apply interprofessional and interdisciplinary consultation skills as evidenced by their consultation proposals (competency 9);
2. Students will articulate and apply theories of consultation, ethically and appropriately, to a variety of diverse groups and/or organizations, as evidenced by their consultation proposals, learning issue reports, and presentations on theoretical models ("teach-ins"). (Competencies 4 & 9);
3. Students will demonstrate their understanding of enhance their applied skills when working with community organizations and agencies, including the ability to apply measurement and reflexive thinking skills and in engaging stakeholders, as evidenced by their learning issue reports and their consultation proposals (competencies 2 & 9);
4. Students will thoughtfully apply the APA Code of Ethics to their proposed work with community agencies and organizations, and the particular ethical issues related to working in a consultative role at the individual, group, and organizational levels as evidenced by learning issue reports and consultation proposals (Competencies 1 & 9);
5. Students will demonstrate their knowledge of and competence in identifying, evaluating, and addressing the needs, values and experiences of individuals, groups, and organizations from diverse, underserved, or marginalized populations and community organizations, differentiating their experiences, and prioritizing their needs, and the importance of understanding their role in the consultative process. (Competencies 4, 9, & 11).

Required Learning Materials

Required Textbooks

- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings (6th edition)*. Brooks/Cole, Cengage Learning. **ISBN: 978-1-285-09856-2 (D)**
- Rosenberg, J., and Rosenberg, S. J. (2018). *Community mental health: Challenges for the 21st century (3rd Ed)*. Routledge. **ISBN: 978-0-415-88741-0 (R&R)**
- Rossi, P. H., Lipsey, M. W., and Henry, G. T. (2018). *Evaluation: A systematic approach, 8th edition*. Sage. (only Ch. 1-3, 7, & 10; (no need to purchase, pdfs of chapters will be added to the google drive) **(RL&H)**

Required Readings

- American Psychological Association (2007). Guidelines for education and training at the doctoral and postdoctoral levels in consulting psychology/organizational consulting psychology. *American Psychologist*, 62(9), 980-992.
- Backer, T., Blanton, J., Barclay, A., Golembiewski, R., Kurpius, D. W., Levinson, H., Perloff, R., & Leonard, S. (Ed.) (1992). What is consultation? That's an interesting question! *Consulting Psychology Journal: Practice and Research*, 44(2), 18-23.
- Bhatnagar, R., Kim, J., and Many, J. E. (2014). Candidate surveys on program evaluation: Examining instrument reliability, validity, and program effectiveness. *American Journal of Educational Research*, 2(8), 683-690.
- Bornstein, M. H., Cluver, L., Deater-Deckard, K., Hill, N. E., Jager, J., Krutikova, S., Lerner, R. M., & Yoshikawa, H. (2022). The future of parenting programs: I Design. *Parenting*, 22(3), 201-234.
- Chen, H. T. (2010). The bottom-up approach to integrative validity: A new perspective for program evaluation. *Evaluation and Program Planning*, 33(3), 205-214.
- O'Roark, A. M. (2007). The best of consulting psychology: 1900-2000: Insider perspectives. *Consulting Psychology Journal*, 59, 189-202.
- Wolf, S. M. & Price, A. W. (2017). The application of community psychology practice competencies for community consulting practice in the United States. *Global Journal of Community Psychology Practice*, 8(1), 3-14.

Course Requirements

Course Requirements in Relation to Credit Hours. 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 doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90 hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Attendance and Participation. Regular attendance and active participation in class discussions and activities are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings. Attendance and Participation are worth 10 points

Teach-In – During the course of the term, students will be asked to teach the rest of the class about a *theory of organizational consultation*. Theories include Herzberg's two-factor theory and Bronfenbrenner's systems theory. Students will be working in pairs. Each pair is required to assign 2 peer-reviewed journal articles per theory. The first article should cover the important content describing the theory. The second article should be an application of the theory. Each presentation should be between 30 and 45 minutes (including Q & A). Students will also be required to submit their slideshow/presentations on their due dates for grading, based upon the following rubric:

Accuracy of theoretical content	8 points
Breadth of coverage of content	8 points
Application to consultation	<u>10 points</u>
Total: 26 points	

Quizzes - There will be three pop-quizzes during the semester, each worth 3 points (9 points total). They will be a combination of short answer and multiple-choice questions, given at the start of class, focusing on the reading due that week.

Case-based Learning – Learning Issue Reports (CBL) – Students will be required to present (to the class) and submit (to the professor) three, 1- to 2-page reports on three separate learning issues that emerge from the Case-Based Learning (CBL) activities (see course schedule). Each written LI report is worth 5 points, for a total of 15 points. To receive 5 points on a LI report, it must be formatted in APA 7th edition with the following 3 headings and include:

- 1) *Context* - the context in which the LI was identified, i.e., what about the case led to you selecting this LI?
- 2) *Results* - what you learned about the LI through research and doing the deeper dive;
- and
- 3) *Application* – applying what was gleaned from your research to the original context
- and

question that generated the LI, i.e., now that you know what you know, apply what you have learned back to the case and the question you were trying to answer.

Consultation Proposal – Students will be required to submit a consultation proposal for an organization (no more than 10 pages), due the second to last class period of the term (15th week). This will require students to research an organization and identify organizational challenges and needs (e.g., leadership, structure, growth/change, program evaluation). Specific requirements and grading rubric for this term paper will be provided under separate cover. In general, proposals are required to have 3 sections; an introduction, assessment plan, and scope of services. Importantly, the proposal must include a data collection component (e.g., program evaluation). Only the written proposal will be graded; it will be worth **40 points**. A minimum score of 32/40 (80%) must be obtained on this assignment in order to pass the course.

Grading

Project/Assignment	Point Value
Attendance and Participation	10 points
Teach-In	26 points
Quizzes (3)	9 points
Case-Based Learning - LI reports (3)	15 points
Consultation Proposal	40 points
Total	100 points

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ($\leq$ 69); Failed - No credit given

Instructional Contact and Credit Hours

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. 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.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent

mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

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 Kōkua '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 Kōkua '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.

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.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should arrange to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Late Work: All assignments are due on the date listed, unless otherwise agreed upon. Late work will be accepted but 1 point will be deducted for every day it is late, up to 1 week, at which point it will not receive credit. Exceptions to this policy will be considered on a case-by-case basis.

Schedule

Week	Topics	Readings due	Assignments due on CANVAS
1 - 8/27	Introductions; syllabus; Intro to Case-Based Learning (CBL); CBL A		
2 – 9/3	Intro. To Community Mental Health, Reframing mental illness; CBL #1	R&R Ch. 1-3	If missing class for WCCHC training-make-up assignment is due <u>9/6</u>
3 - 9/10	LI1 Report Presentations; Emerging Community Mental Health- Military, Prisons, and suicide among non-mentally ill	R&R Ch. 4-6	LI 1 written report is due
4 - 9/17	CMH for elderly, family vulnerabilities MI & media	R&R Ch 7-9	
5 - 9/24	Access to care, multicultural community mental health services, involuntary outpatient tx; CBL #2	R&R Ch. 10-12	
6 - 10/1	LI2 Report presentations; Best practices in Community Mental Health; Comorbidity tx, neuropsych. perspectives; family psychoed.	R&R Ch. 13-15	LI 2 written report is due

7 - 10/8	Poverty and Mental Health Care – Social Determinants of Health	R&R Ch. 16-17; Wolf	
8 – 10/15	Teach-in Day #1: Adams, Herzberg, & Maslow	TBA	Teach-in PPTs due
9 - 10/22	Teach-in Day #2: Bronfenbrenner & McClelland; Intro to Consultation	TBA, APA (2007) D Ch. 1-2	Teach-In PPTs due
10 - 10/29	Consultation stakeholders, stages of consultation; CBL #3	D Ch. 3-5 Backer	
11 - 11/5	LI3 Report presentations; Foundations of consulting psychology; Group Collab.	D Ch. 6-7 O’Roark	LI 3 written report is due
12 - 11/12	Program Evaluation; Pragmatic, ethical, & legal issues in consultation	RL&H Ch. 1-3 D Ch. 8, 14 Bhatnagar; Chen	
13 - 11/19	Mental and Behavioral Health consultation & collaboration	D Ch. 9-10; RL&H Ch. 4-5 Bornstein	
14 -11/26	Measurement in consulting; outcomes & tools; Organizational & school-based consult. & collabor.	RL&H Ch. 7, 11 D Ch. 13	
15 - 12/3	Consultation proposal presentations		Consultation Proposals due
16 - 12/10	NO CLASS (unless necessary)	-----	<i>Have a wonderful break! Good luck with internship interviews!</i>