



HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'alaue Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-8020-01-7

Course Title: Person-Centered & Experiential Therapy

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2025

Course Credits: 03

Class Meeting Days: Tuesday

Class Meeting Hours: 9:00am-12:00pm

Class Location: Kieffer Hall, Rm 10

Instructor Name: Vilmarie Baez, PsyD

Email: vilmarie.baez@chaminade.edu

Phone: 808.739.7430

Office Location: Kieffer Hall, Room 4

Office Hours: Monday's 2:00pm – 4:00pm & Thursday's 1:00pm – 4:00pm. Others days/time may be available, based on availability, upon request (email contact).

University Course Catalog Description and Overview

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

This course reviews classical and contemporary theories and approaches to person-centered and humanistic psychotherapy. It utilizes didactic and applied approaches intended to give students a firm grounding in person centered and existential approaches to psychotherapy with adults.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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 (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 ('Āina) '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 refine their therapeutic engagement skills using person-centered, existential, and other humanistic approaches to therapy as evidenced by their engagement in role-plays and completion of Project I. (Competency 8)
2. Students will strengthen their case conceptualization skills as evidenced by their engagement in role-plays and completion of Project II. (Competency 8)
3. Students will increase their knowledge of diversity issues in using person-centered, and existential approaches to therapy by engaging in discussions of related articles. (Competency 4)
4. Students will strengthen their critical thinking and reflexive thinking skills via awareness of personal and professional biases which impact the therapeutic process through their engagement in role-plays, class discussion, and completion of Projects I & 2. (Competency 3)
5. Students will increase their awareness of ethics and professional behavior in addressing complex clinical cases as evidenced by role-play participation, discussion of relevant articles, and in-class video analysis. (Competency 1)
6. Students will analyze person centered, existential, and other humanistic approaches to therapy and point out theoretical underpinnings, summarize main concepts the influence conceptualization and treatment as evidenced by their engagement with quizzes, Projects I & II, and passing the final examination with an 80% or above.

Required Learning Materials

Required Textbooks

- Rogers, C. (1995). *On becoming a person: A therapist's view of psychotherapy*. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573
- Tolan, J. & Cameron, R. (2017). *Skills in person-centred counselling & psychotherapy (3rd Ed.)*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592

Required Readings:

- Bohart, A. (2012) Can you be integrative and a person-centered therapist at the same time? *Person Centered & Experiential Psychotherapies*, 11(1), 1-13.
- Buhler, C. (1971). Basic theoretical concepts of humanistic psychology. *American Psychologist*, 26 (4), 378-386. <https://doi.org/10.1037/h0032049>
- Comas-Diaz, L. (2012). Humanism and multiculturalism: An evolutionary alliance. *Psychotherapy*, 49(4), 437-441. <http://doi.org/10.1037/a0027126>.
- Kim, J. (2018). Consideration of the applicability of person-centered therapy to culturally varying clients,

- focusing on the actualizing tendency and self-actualization- from East Asian Perspective. *Person-Centered & Experiential Psychotherapies*, 17(3), 201-223.
<https://doi.org/10.1080/14779757.2018.1506817>
- Maslow, A.H. (2017). Toward a humanistic psychology. ETC: A Review of General Semantics, 74 (1/2), 174-187. <https://www.jstor.org/stable/10.2307/48617419>
- Norcross, J. C. & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy*, 48(1), 98-102.
- Prouty, G. (2007). Pre-therapy: The application of contact reflections. *American Journal of Psychotherapy*, 61(3), 285-295.
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-164.
- Rowan, J. & Glouberman, D. (2018). What is humanistic psychology? *Humanistic Psychology: Current Trends and Future Prospects*, 17-33.
- Simms, J. (2011). Case formulation within a person-centered framework: An uncomfortable fit? *Counselling Psychology Review*, 26(2), 24-36.
- van Deurzen, E. (2014). Structural Existential Analysis (SEA): A phenomenological research method for counselling psychology. *Counselling Psychology Review*, 29(2), 70-83.

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).

Late Work Policy: Assignments are expected to be turned in, via email, by the beginning of the class on the day the assignment is due. **No late assignments will be accepted unless arranged before deadlines.**

Attendance and Participation (10 points): Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions and role plays, and always assume professionalism. Unexcused absences, tardiness, lack of preparation/participation, inappropriate use of cell phones and computers not related to the course during class time, and/or inappropriate or unprofessional behavior affects scoring in this domain and may result in a reduction of the overall score for the course. Any unexcused absence will require an additional assignment. Two or more unexcused absences may result in loss of credit for the course. Tardiness to two classes will result in an individual meeting with the instructor and tardiness to more than three classes will result in a referral to the student's academic advisor to develop a remediation plan. The qualification of what is or is not excusable remains at the instructor's discretion. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology.

Quizzes (20 points): Students will complete 7 quizzes. Quizzes will be completed every other week. Quizzes will reflect content covered in the readings, lectures, and/or journal articles from the previous week's class. While students will complete 7 quizzes only 5/7 quizzes will count towards the students' final grade. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Each quiz will have a maximum total of 4 earned points. *Missed quizzes cannot be made up.*

Humanistic Self-Reflection (10 points)

Students will be expected to complete several exercises and reflect on their experiences by answering question prompts. Student will find this assignment along with assignment details on Canvas.

Project I (20 points): 30 - minute videotaped *Rogerian person-centered* therapy session with a mock

“client,” case critique, and transcription. See Project I Guidelines.

Project II (20 points): Case formulation paper based on Project I. See Project II Guidelines.

Final Exam (20 points): Details about the final exam will be provided in class. **Students must pass the exam with an 80% or above in order to pass the course.**

**Students are expected to submit all assignments by the due date listed on the syllabus. In rare circumstances, the professor may grant an exception if this is requested well in advance of the assignment due date. Rewrites will not be allowed to earn back additional points. Instead, students are expected to, in addition to reviewing assignment outlines, rubrics, and examples (if relevant), schedule a time to meet with the professor if they are concerned about their ability to meet expectations of an assignment before it is due. If a student receives a score of less than 80% on an assignment, they will be given the choice of completing an additional assignment to demonstrate the knowledge required for mastery of associated content.*

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical

Materials: It is anticipated that in the course of students' graduate education, they will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While encouraging appropriate self-disclosure, such disclosure is voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the intention of the class and goes against school policy.

Throughout this course, self-disclosure will be considered voluntary and at the discretion of the student. Additionally, it is expected the peers be mindful and respectful of other's disclosures, to keep the shared information confidential, to be respectful of all disclosures, and to behave in the most professional and ethical manner. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or seek out formal support (e.g., individual therapy).

Grading

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Quizzes	20 points
Humanistic Self-Reflection	10 Points
Project I	20 points
Project II	20 points
Final Exam	20 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 (87-89)	B = 3.00 (83-86)	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.

Schedule

Week	Topics	Readings Due (to be completed before attending class)	Assignments Due
1 8/26	Orientation to Course, Syllabus Review, and Introduction to Humanistic Psychology & Abraham Maslow https://www.youtube.com/watch?v=iOD-vfD6W5w	Buhler (1971) Maslow (1956)	
2 9/2	Intro to Humanistic Psychology Continued Intro to Existential Psychotherapy https://www.youtube.com/watch?v=YaDvRdLMkHs	Rowan & Glouberman (2018); Van Deurzen (2014)	
3 9/9	<u>Video 1:</u> Carl Rogers and the Person-Centered Approach (chaminade.edu) Empathy Assessment Index (EAI) Nason-2017-Using-The-EAI.pdf (avp.international)	Rogers (1957)	Quiz #1
4 9/16	PCT: Personality and the Change Process YouTube: Carl Rogers on Empathy <u>Video 2:</u> https://fod-infobase-com.ezproxy.chaminade.edu/p_ViewVideo.aspx?xtid=150024 and <u>Video 3:</u> https://fod-infobase-com.ezproxy.chaminade.edu/p_ViewVideo.aspx?xtid=150025 Empathy “Heads up”	T: Ch. 1-3 R: Ch. 1	Self-Reflection Essay
5 9/23	Rogerian Person-Centered Therapy <u>Video 4:</u> https://www.youtube.com/watch?v=l-ZdeOYwigY Sylvia: The struggle for Self-Acceptance (Rogers 19:30) Role-play/practice: Empathic Understanding and Congruence Vignettes	T: Ch. 4-6 R: Ch. 3	Quiz #2
6 9/30	Theory of Person-Centered Therapy <u>Video 5:</u> Mr. Lin - YouTube Carl Rogers – “homosexuality” (51 minutes)	T: Ch. 7-8 R: Ch. 6 Prouty (2007)	

	Role-play/practice: Cards Against Humanity-ish		
7 10/7	Video 6: https://www.youtube.com/watch?v=uxFXn9JQ_ek Carl Rogers – “The right to be desperate” (52 minutes) Dr. Baez Video with Student	T: Ch. 9-11 R: Ch. 8 Bohart (2012)	Quiz #3
8 10/14	PCT: Case Conceptualization <u>Video 7: Carl Rogers and Gloria - Counselling 1965 Full Session - CAPTIONED - YouTube</u> (45 minutes) Role Play: Dr. Baez Mock Therapy Session	R: Ch. 9 Simms (2011)	
9 10/21	Student Presentations (3-4)		Quiz #4 PROJECT I <i>(all written documents due)</i>
10 10/28	Student Presentations (3-4)		
11 11/4	Student Presentations (3-4)		Quiz #5
12 11/11	PCT: Case Conceptualization Continued Case Vignette: Comps Prep Veterans Day (no class)		
13 11/18	PCT: Treatment Planning <u>Video 8: Three Approaches to Psychotherapy 2 — Kathy: Carl Rogers PhD — Client-Centered Therapy - Video - Films On Demand (chaminade.edu)</u> (45 minutes) Role Play: Therapy Popcorn	R: Ch. 12 Norcross & Wampold (2011)	Quiz #6
14 11/25	PCT: Therapeutic Considerations Rogerian Person-Centered Practice: The Case of Hurt and Anger Video: Carl Rogers Counsels an Individual on Hurt and Anger https://www.youtube.com/watch?v=uRCD3anKsa0 (1:24)	T: Ch. 12, 14, 15	Project II Due
15 12/2	The Nuts and Bolts of Person-Centered Practice: Professional and Diversity Issues	Kim (2018) Comas-Diaz	Quiz #7

		(2012)	
16 12/9	FINAL EXAM		Course/Inst ructor Evaluation

R = Rogers, C. (1995). On becoming a person: A therapist's view of psychotherapy. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573

T = Tolan, J. & Cameron, R. (2017). Skills in person-centred counselling & psychotherapy (3rd Ed.). Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592