



**Chaminade University - Honolulu
PSY 603 Intro to Counseling Skills
Winter 2026: Jan. 15, 2026 to March 19, 2026**

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<u>Texts:</u>	Sommers-Flanagan, J. R. (2023): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.		
<u>Online Videos:</u>	https://higheredbcwiley.com/legacy/college/sommers-flanagan/1119981980/vids/9781119981985_Videos.html?newwindow=true		

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

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

Catalog Course Description

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

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

Class structure

PSY 603 Intro to Counseling Skills is intended to provide students with training in the

fundamental skills required for counseling, and counseling-related tasks, such as documentation, case conceptualization, and case presentation. Emphasis will be placed on developing competencies in skills (sometimes referred to as micro skills) in:

- Attending behavior
- Observation
- Encouraging
- Paraphrasing
- Summarizing
- Reflection of feeling
- Reflection of meaning
- Questioning
- Counselor's personal response
- Confrontation
- Openness to feedback/supervision
- Ability to incorporate feedback

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

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Articulation of Characteristics and Values

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

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

Through the individual counseling process, the attributes above will be demonstrated.

MSCP Core Program Learning Outcomes (PLOs) students will:

1. Identify core counseling theories, principles, concepts, techniques, and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in mental health, marriage & family, and school counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

Upon completion of the course students will:

1. Implement the use of science-based basic counseling skills and assessment competencies via the skills proficiency checklist (PLO 1).
2. Conduct components of counseling sessions in an ethical manner, including an introduction session, establishing consent, psychosocial history, formulating homework assignments, and termination. This will be assessed through partner dyads and role-play (PLO 1).
3. Efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (PLO 1, 3) and formulate and present a case which is efficient, succinct, and complete. This will be assessed through various papers and essays (PLO 1, 3).
4. Exemplify an understanding of how personality, interpersonal style, and cultural background contributes to counseling, for the counselor and for the clients. This will be assessed with dyads, role-play, and the skills proficiency checklist (PLO 3).
5. Identify the strengths and limitations of a client-centered approach to counseling in the context of the practice after completion of the MSCP program. This will be assessed with reflections, and essays (PLO 1).
6. Display the ability to receive and integrate feedback regarding counseling practice from supervision and peers. This will be assessed through dyads, role-play, and the skills proficiency checklist (PLO 4).

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Credit Hour Policy Calculation

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 40 hours in class, 5 hours on experiential activity, 20 hours writing and revising the research paper, and 40 hours on assigned readings related to group process theories and models. There will be an additional 30 hours of work required beyond what is listed here (Report presentations, preparing informed consent forms, progress notes, etc.). This additional work will average about 3 hours per week.

Six (6) Pillars of Counselor Fitness

(Developed by Dr. Blendine Hawkins, Pd.D., Assistant Professor of Psychology at Chaminade University of Honolulu)

Humility & Openness

Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

Reflexivity

Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

Psychological Flexibility & Adaptability

Counseling performance enhanced by the ability to flex to changing circumstances, and to adapt to fluctuating situational demands, unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

Emotional Stability & Self-Control

Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

Self-Awareness, Self-Monitoring, & Self-Care

Counseling performance enhanced by a commitment to self-awareness and to examine own belief systems, values, needs, biases, and limitations and the effects of "self" honestly and objectively on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

Empathy

Counseling performance enhanced by having a warm understanding and open-minded acceptance of other viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other's thoughts and feelings.

Assignment	Points
Counseling Skills Proficiencies*	Pass/Fail
Chapter Presentation	40
Written Reflections on Counselor	60
Competencies in the Counselor Fitness	
Case Summary/Case Presentation	25
Mid-Term Dyad	100

Final Dyad	100
<u>Overall Process Reflection Paper</u>	<u>50</u>

Total Points = 375

Grading

A = 337-375 pts

B = 300-336 pts

C = 0-299 pts

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

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions are not accepted. Presentations cannot be made up.

Attendance

If you miss more than one class, regardless of reason, you will be given a “C” and you must retake the class. (This is a graduate programs policy).

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Assessments

Student performance, relative to the Course Learning Outcomes (CLO) stated above, will be assessed through all class discussions & case study (scored by rubric), dyads, dyad participation, presentations, midterm, final and media paper (scored by rubric). You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignments, Presentations and Papers	Description	Points	Applicable CLO
Counseling Skills Proficiencies	<p>This course is a benchmark class. The student must meet the minimum score on the Counseling Skills Proficiency Record. The minimum score to pass is 20 out of 36.</p> <p>A score of <20 will result in a failing grade. The student will NOT pass PSY 603 regardless of other scores earned for PSY 603 Intro to Counseling Skills</p>	Pass/Fail (36 pts.)	1, 2, 3, 4, 5, 6
Chapter Presentation	<p>Each student will present a chapter from the text “Clinical Interviewing” on a chosen date (sign-up sheet will be available on the first day 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 that outlines the important points of the chapter. Total value is 40 points.</p> <p>The breakdown of points is below:</p> <ul style="list-style-type: none"> Organization & clarity: 15 pts Outline: 10 pts Activity: 15 pts Total: 40 pts 	40	
Counseling Fitness Survey	Each student will complete an assessment of their personal counseling dispositions and behaviors. To show proof of completion please submit to the instructor a screenshot confirming the survey was submitted.		

<p>Class Exercises</p>	<p>Students will demonstrate counseling skills as documented on the Counseling Skills Proficiency Record based on scenarios provided.</p>		<p>1, 2, 3, 4, 5, 6</p>
<p>Fishbowl Exercise</p>	<p>Students observing will provide feedback to the students demonstrating counseling skills. Feedback will include: Assigned observations of specific counseling skills. Overall thoughts on student's performance as a counselor.</p> <p>Prior to this exercise, students will research best practice approaches in dealing with anxiety, depression, crisis, death, etc. to prepare for the situations that will be presented.</p> <p>Students will be randomly paired for this exercise. Half of the class will be subjects (client and therapist) while the other half of the class will be observers.</p> <p>The subjects will each have the opportunity to be a client and a therapist. The client will be given a scenario at the beginning of class. The therapist will be tasked to address the crisis using a systemic/solution-focused approach. The therapist will utilize his/her counseling skills to create a welcoming environment for the client, obtain historical information, get a feel for where the client is at, and then provide the client options.</p> <p>Each dyad will last approximately 5-10 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise. Once all of the subjects are a client and a therapist, the subjects will then become the observers while the observers become the subjects.</p>		

Written Reflections on Counselor Competencies	<p>You will complete 6 reflective essays, which will cover your new understandings that you have gained through videos, readings, and assignments and how it relates to your professional growth through each of the 6 counselor competencies. This self-assessment should allow you to practice being aware of the insight you have gained, improve your ability to express your ideas and help to explore a range of perspectives, as well as reflect deeply on a few significant aspects and learning points.</p> <p>1 page reflection double-spaced, 12pt font, and 1-inch margins.</p> <p>6 Counselor Competencies: https://drive.google.com/file/d/163CSbvseze3e33KsmkAWblzBYLHBdkgJ/view?usp=sharing</p>	60 pts (6 @ 10 pts each)	1, 2, 3, 4, 5
Case Summary	<p>Each student will document the summary for the Partner 2 client that the student was the counselor for. The case summary will be presented prior to the Final Exam role-play dyad. The case summary will include the following sections:</p> <ul style="list-style-type: none"> • Identifying Information • Reason for referral • History of presenting problem • Developmental history • Social and family history • Psychiatric history • Medical history • Educational History • Clinical impressions • Summary • Discharge plan 	25 pts	2, 3

Overall Process Reflection Paper	<p>The Overall Process Paper will be a minimum of 5 pages in length, double spaced, 12pt font, Times New Roman or Arial font, with 1-inch margins.</p> <p>Students will reflect on their overall personal learning. The process paper will consist of two parts.</p> <p>Part 1: Articulate your growth from week 1 to week 10 of this course. What did I learn from this class? What were my strengths in this class? What fears do I have in therapy/counseling, and how will I address this? What counseling skills did I utilize in this class? How will I build rapport with my clients, and why is it important?</p> <p>Part 2: Why is self-awareness, self-reflection, and humility important as a student in the MSCP program and as a professional counselor? What are my goals moving forward in the MSCP program? (Theoretical Orientation)</p>	50 pts	4, 5, 6
Weekly Chapter Quizzes	Weekly chapter quizzes that will test your knowledge of each chapter's core concepts and the student learning outcomes of this benchmark course.	50 pts. (5 @ 10 pts. each)	1, 2, 3, 4, 5, 6, 7, 8

Mid-Term Dyad and Transcript	Students will be evaluated on their ability to demonstrate counseling skills as documented on the Counseling Skills Proficiencies Record. The student's Partner 1 (client) will role-play a situation based on the student counselor's emphasis (school, marriage & family, mental health). Role-plays will be 10-15 minutes in length. In addition to the dyad, students will submit a verbatim transcription of their session. Students will identify and highlight the counseling skills that were used in the session.	100 pts (40 pts dyad and transcript, 40 pts Reflection, 20 pts Counseling Skills proficiencies Self-Evaluation)	1, 2, 3, 4, 5, 6
Mid-term Reflection	Student counselors will also reflect on their progress and growth from Week 1, and do a self-evaluation on their ability to meet the basic counseling proficiencies. The self-evaluation will be done using a blank Counseling Skills Proficiencies Record.		
Mid-Term Counseling Skills Proficiency	<p>The Mid-Term requires the following components:</p> <ol style="list-style-type: none"> 1. Dyad video and transcript (40 pts) <ul style="list-style-type: none"> a. Each student in the role of the counselor will transcribe verbatim the submitted Video Clip of the session. Student will identify and highlight the counseling skills that were used in the session 2. Reflection (40 pts) 3. Counseling Skills Proficiencies Self-Evaluation (20 pts) 		

<p>Final Examination</p> <p>Includes:</p> <ol style="list-style-type: none"> 1. Case Presentation (15 pts) 2. Video clip of session (10 pts) 3. Transcript of session with identified counseling skills (75 pts) 	<p>The Final Examination allows students to demonstrate their mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record.</p> <p>Only the student in the counselor role will be graded. The student's grade will be based on the student's ability to present and provide evidence of the basic counseling skills. The counseling session scenario will be a continuation from the Week 9 session.</p> <p>The student in the role of the counselor will be responsible for submitting 3 required materials for the Final Examination. These required materials are:</p> <ol style="list-style-type: none"> 1. Case Presentation: each student in the role of the counselor will present their case summary prior to the 15-minute counseling session. Students will present the "client" in an ethical and respectful manner. Students should be able to articulate their case and speak about the direction of the client's treatment plan, and goals (15 pts). 2. Video Clip of Session: each student in the role of the counselor will submit a ~15-minute recording of a counseling session where the counselor displays all counseling skills documented on the Counseling Skills Proficiencies Record form (10 pts). 3. Transcript: each student in the role of the counselor will transcribe verbatim the submitted Video Clip of Session. Student will identify and highlight the counseling skills that were used in the session (75 pts). 	<p>100 pts (15 pts – Case Presentation 10 pts – Video Clip 75 pts – Transcript)</p>	<p>1, 2, 3, 4, 5, 6</p>
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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.

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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Scientific Method Definitions

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

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

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

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

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

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

The above quotes were taken directly from:

Research Design And
Counseling

Heppner, Kivlighan, and
Wampold

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

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

The above quotes were taken directly from:

Research Method In Social
Relations

Kidder

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

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

The above quotes were taken directly from:

Methods In Behavioral Research

Cozby

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

*The above quotes were taken
directly from:*

<http://allpsych.com/researchmethods/replication.html>

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the **Kokua Ike Coordinator** at [\(808\) 739-8305](tel:(808)739-8305) to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting accommodations. For more information contact <https://chaminade.edu/student-life/ada-accommodations/>

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly.

As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator.

Counseling Services

Chaminade Counseling Center Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at Counseling Center – FAQs – Chaminade University of Honolulu.

The counseling center can be contacted at counselingcenter@chaminade.edu and **808-735-4845**.

Tutoring Center Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> They can be contacted at **808-739-8305**.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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 is integrated, to varying degrees, in this course.

Native Hawaiian Values

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

1. Education for Formation in Faith (Mana) E Loa au ike aka (‘Olelo No’eau 364)
May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe I ka ma’alea a ku’ono’ono
(‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Education in Family Spirit (‘Ohana) ‘Ike auk, ‘ike mai, kokua auk kokua mai; pela iho la ka nohana ‘ohana (‘Olelo 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 ku o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe Pau ka 'ike I ka halau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

Tentative Course Schedule

Date	Topic	Readings	Due
Week 1 1/15/26	<ul style="list-style-type: none"> • Welcome, Introductions, Course Syllabus • Goals, tone, and agreement • Review skills proficiencies • Self-Awareness • Video • Go over chapters 1 & 2 	Chapter 1, 2	
Week 2 1/22/26	<ul style="list-style-type: none"> • Skills: Attending behavior, questioning, observation • Video: Basic Listening Skills • Feedback and Empathic Responding • Skills: Encouraging, questioning, paraphrasing, summarizing • Class exercise – Practice Skills • Mental Status Exam 	Chapter 3, 4, 5	Counselor Competency Reflections 1
Week 3 1/29/26	<ul style="list-style-type: none"> • Intake, assessment, informed consent • Class exercise – Intake Session 	Chapter 8, 9	
Week 4 2/5/26	<ul style="list-style-type: none"> • Treatment Planning - Dyad 	Chapter 11, 15	Counselor Competency Reflection 2
Week 5 2/12/26	<ul style="list-style-type: none"> • Skills: Reflection of feeling, reflection of meaning, counselor's personal response • Case notes • Cultural humility • Class exercise – Loss 	Chapter 6, 7	Counselor Competency Reflection 3

Week 6 2/19/26	<ul style="list-style-type: none"> • Mid-term Counseling Skills Proficiency 		<p>Mid-term Dyad and Transcript</p> <p>Mid-term Counseling Skills Proficiencies Self Evaluation</p> <p>Mid-term Reflection</p>
Week 7 2/26/26	<ul style="list-style-type: none"> • Crisis Intervention • Video clips • Class exercise - Crisis • Intake, assessment, informed consent • Intake Session Dyad • Treatment Planning 	Chapter 10, 12, 13	Counselor Competency Reflection 4
Week 8 3/5/26	<ul style="list-style-type: none"> • Termination and Discharge Plan • Case Summary • Class exercise 	Chapter 14	<p>Counselor Competency Reflection 5</p> <p>Counseling Fitness Survey</p> <p>Assessment</p> <p>Treatment Plan</p>
Week 9 3/12/26			

Week 10 3/19/26	<ul style="list-style-type: none">• Final Examination		Final Examination Counselor Competency Reflection 6 Case Summary Overall Process Paper (final reflection)
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*Syllabus is subject to change by instructor according to class needs.

Chaminade MSCP PSY 603 Group Counseling Skills Proficiency Record

<u>Student Name:</u>	Term	<input type="checkbox"/> Winter	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer	<input type="checkbox"/> Fall	
<u>Year:</u>						
<u>Instructor:</u>	Proficiency Score: _____/36					
Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned "C" for the course and must retake course.						
<u>Instructor's Signature:</u>	Date:	Emphasis				
		<input type="checkbox"/> SC	<input type="checkbox"/> MH	<input type="checkbox"/> MF		
<u>Student's Signature:</u>	Date:					

Please rate the degree to which the student has demonstrated the following, as observed in your class. Please comment if the student was not provided an opportunity to demonstrate a skill (a mean score should be used to calculate the proficiency score).

Ratings: 3 = superior, 2 = meets expectations, 1 = improvement needed, 0 = not demonstrated.

	Skill	Description	0/1/2/3	Comments
1	Attending Behavior	Eye contact, vocal qualities, verbal tracking and body language (Individually/culturally appropriate)		
2	Observation	Noticing one's own and the client's verbal and nonverbal behavior as well as discrepancies and incongruities that may occur.		
3	Encouraging	Means to help a client continue to talk <ul style="list-style-type: none"> ▪ verbal = repeating key words and short statements ▪ nonverbal = head nods, smiling 		
4	Paraphrasing	Saying back to the client the essence of what has just been said, shortening and clarifying client comments.		
5	Summarizing	Similar to paraphrasing, but includes more information; often includes attention to feelings.		
6	Reflection of feeling	Identification and articulation of key emotions		
7	Reflection of meaning	A Identification of client's deeper, often unstated, thoughts about significance		
8	Questioning	Counselor intentionally and sparingly asks questions (open, closed, check-out)		
9	Counselor's Personal Response	Counselor appropriately reports personal response to what the client has said (i.e., "I feel sad when I hear about your loss.")		
10	Confrontation	Counselor identifies incongruity, discrepancies, or mixed messages in client behavior, thought, feeling or meaning		
11	Openness to feedback / supervision	Counselor is non-defensive in receiving feedback from colleagues and instructor		
12	Ability to incorporate feedback	Counselor demonstrates incorporation of feedback		
			TOTAL	