



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

PSY 406 Counseling Psychology

Online MWF 1:30pm-2:20pm

Credits: 3 Section: 406-01-1 Term: Spring 2026

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

Email: sheena.galutira@chaminade.edu

Phone: 808-739-8557

Office Location: Behavioral Science Building 106

Office Hours: By Appointment Only

Virtual Office: By Appointment Only

Virtual Office Hours: By Appointment Only

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course presents counseling approaches and techniques used in helping relationships.

The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 45 hours in class, 48 hours writing and revising the research papers, and 10.5 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2 hours per week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

Required Materials

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy* (11th Ed.). Belmont, CA.: Brooks/Cole.

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

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Psychology, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

General Education Learning Outcomes (GLOs)

1. Critical Thinking
 - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
 - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Course Learning Outcomes (CLOs)

Upon completion of PSY 406, the student will be able to:

1. Examine and apply major contemporary counseling theories, methods of assessment, and treatment representative of various empirically validated counseling theories. Multiple course tests are used to assess this CLO (PLO 1).
2. Evaluate how empirically validated interventions, personal characteristics, professional and ethical issues, and culture impacts assessment and treatment of behavioral problems and situational determinants; and how methods of assessment and treatment may be adapted, supplemented, or replaced by professional ethical, and culturally appropriate assessment and treatment methods. Research, reflections, and dyads are used to assess this CLO (PLO 1, PLO 4).

3. Analyze information from peer-reviewed professional journals and formulate ideas around research to evaluate the efficacy of several psychotherapies. Research and written papers are used to assess this CLO (PLO 2, PLO 3).

ACA Ethical guidelines for Self-Care and Self-Monitoring

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

ACA 2014 Code of Ethics

Section C: Professional Responsibility Introduction

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

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

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

Marianist Values

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

1. Education for formation in faith.
2. Provide an integral, quality education.

3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 406 Counseling Psychology is guided by the Marianist educational value of Educate for Adaptation to Change. Through counseling psychology we learn decision making based on counseling theories, modalities, and concepts. Marianist universities readily adapt and change their methods. PSY 406 Counseling Psychology focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through assignments, discussions, projects, and presentations, the attributes above will be demonstrated.

Native Hawaiian Values

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('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 kū 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 hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Scientific Method Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The above quotes were taken directly from:

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

Alignment of Course Learning Outcomes

| | CLO 1 | CLO 2 | CLO 3 |
|---|------------|---------|-------|
| Marianist Values | 2, 3, 4, 5 | 2, 4, 5 | 2 |
| PLOs | 1, 3, 4 | 1, 3 | 1, 3 |
| Native Hawaiian Values | 2, 3, 4, 5 | 2, 4, 5 | 2 |
| Gen Ed Learning Outcomes (if applicable) | | | |

Course Activities

| Assignments, Presentations, and Papers | Description | Points |
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| <p>Class Participation</p> | <p>Students will respond to at least one (1) of their peer's discussion posts.</p> <p><i>Participation Requirement</i> - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. You might want to respond to posts that are different from your ideas. For full participation credit you are required to contribute a total of at least one (1) substantive response each week.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> ▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <u>well written</u>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. ▪ <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. ▪ <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. ▪ <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. ▪ <i>Unacceptable</i> = The posting or comments add no value | <p>60 pts (12 * 5 pts each)</p> |
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| | <p>or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.</p> | |
| <p>Emotional Support AI + Presentation</p> | <p>Written Report</p> <p>Recently, the demand for emotional support animals is increasing. The challenge is that many locations do not allow live animals onto their property. The exception is usually for service animals, not emotional support animals. This challenge will be the focus of this project.</p> <p>Your two deliverables will be a written report and presentation of your emotional support AI (Artificial Intelligence).</p> <p>Your report and presentation should, at minimum, address the following:</p> <p>Literature Review</p> <ul style="list-style-type: none"> • What are emotional support animals? • What is the current demand/need for emotional support animals? • What are the current issues and/or challenges with getting and having an emotional support animal? • How do emotional support animals support people suffering from stress, anxiety, depression, and loneliness? <p>AI Design</p> <ul style="list-style-type: none"> • What will your AI look like? Be as specific as you can. Why? • What size (dimensions including weight) will your AI be? Why? • What will your AI be able to do? Why? • How much interaction is needed between person and AI? Why? • How will your AI replace emotional support animals by providing support to those that suffer from stress, anxiety, depression, and loneliness? How do you know it will work? • How will you get people to use your AI in public? How do you know? | <p>Written Report – 25 pts</p> <p>Presentation – 10 pts</p> |

- Will the features change depending on Internet connectivity and/or location? (e.g., biofeedback response, health monitoring, communication/verbal/physical interaction, etc...)
- What demographic will you be focusing on? (children, adolescents, young adults, professionals, elderly, or all)

Marketing Pitch

- In one paragraph (think of something that can go on your AI's packaging) describe the features of your AI and why it will be able to replace emotional support animals.

This assignment should have a minimum of 15 credible sources cited.

APA formatting tutorial:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

The key to doing well on this assignment is finding evidence that supports your creativity. How do you know? and why? are the critical questions when you're developing new technology.

Hint: Talk to people (friends and family) to get evidence. Don't just rely on what you find in the library. Field research is a very powerful way of obtaining data/evidence. Also, don't just focus on the United States. For example, Japan is very much ahead of the United States when it comes to service and emotional support AIs.

Stress, anxiety, depression, and loneliness are very serious issues that counselors need to deal with on a daily basis with their clients. The purpose of this project is to see if other forms of therapy/treatment is possible beyond our traditional approaches.

Presentation

You will have the opportunity to share your findings and design with the class. You will record your presentation and upload it to Canvas. The presentation should be approximately 7 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. Points will be deducted if excessive

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| | <p>reading is observed.</p> <p><i>Assignment Characteristics for Emotional Support AI Paper and Presentation:</i></p> <p>Pedagogical Method - Experiential learning: Students will identify an area of need for emotional support, and develop an emotional support AI to gain a deeper understanding of applied knowledge for serious issues counselors deal with.</p> <p>X Factor Element – Finding Happiness: Students will develop a deeper understanding on issues related to mental health that counselors encounter. They will discover the feeling of empowerment as they apply their knowledge of counseling theories, modalities, and techniques in the development of a AI. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to various counseling styles).</p> | |
| <p>Counseling and the Media Paper</p> | <p>Written Report</p> <p>For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:</p> <ol style="list-style-type: none"> 1. Identify a character from a movie or book; 2. Diagnose that character with a psychological disorder based off of DSM-V criteria; 3. Explain why you feel the character should be diagnosed with that psychology disorder (use the DSM-V criteria); 4. Identify a counseling theory that would best meet the need for the character. Use best practice data to support your rationale; 5. Develop a minimum of two treatment goals for the character; and 6. Based on the counseling theory you will utilize, describe a 10-week counseling program that you would implement to assist this character. <ol style="list-style-type: none"> a. For each week you will state the following: <ol style="list-style-type: none"> i. Goal for the session ii. What techniques will you utilize to achieve your session goal? | <p>Written Report – 25 pts</p> |

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| | iii. What are your expected results from the session? | |
| Final Exam | The final exam is a comprehensive timed multiple-choice exam. | 100 pts |

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Class Structure

This is an in-person class that primarily requires students to work in Learning Groups (two or more students). The class will consist of in class assignments to include but not limited to case studies, videos, presentations, and discussions. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.

2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Students are responsible for all material each week and participating and engaging in the in-class assignments to obtain Class Participation points.

Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up.

Extra Credit

None.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

Final Grades

Final grades will be determined based on the following percentages:

| <u>Assignment</u> | <u>Points</u> |
|---------------------|----------------------|
| Who am I? | 5 |
| Discussions | 60 (12 * 5 pts each) |
| Class Participation | 60 (12 * 5 pts each) |

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| Emotional Support AI & Presentation | 35 (25 written + 10 present) |
| Counseling and Media Paper | 25 |
| <u>Final Exam</u> | <u>100</u> |
| Total Points = 285 | |

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual

harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘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.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Tentative Schedule

| Date | Focus & Learning Objectives | Readings | Due |
|------|-----------------------------|----------|-----|
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|---------|--|-------------|--|
| Week 1: | <p>What is Counseling?</p> <p>Chapter 1 Introduction and Overview</p> <p>Chapter 2 The Counselor: Person and Professional</p> <p>Active Learning</p> | Ch. 1 and 2 | Who am I? |
| Week 2: | <p>Chapter 3 Ethical Issues in Counseling Practice</p> <p>Active Learning</p> <p>Ethics</p> <p>Informed Consent</p> | Ch. 3 | Discussion 1 |
| Week 3: | <p>Introduction to Counseling Skills</p> <p>Key Concepts: Active listening, Attending Behavior, Observation, Encouraging, Paraphrasing, Summarizing, Reflection of Feeling, Reflection of Meaning, Questioning, Counselor's Personal Response, Confrontation, and Openness to Feedback.</p> <p>What is the mind-body connection? How does your stress response system work? What is anxiety and depression?</p> <p>Key concepts: Yerkes-Dodson Law, Sympathetic Nervous System, Parasympathetic Nervous System, Pre-Frontal Cortex, Limbic System, Hippocampus, Amygdala, PH Level, Carbon Dioxide, Cortisol, Serotonin, and Dopamine.</p> <p>Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication</p> <p>Practical Psychotherapy with Adolescents (Alice K. Rubenstein, Ed.D.)</p> | | <p>Discussion 2</p> <p>Participation 1</p> |
| Week 4: | <p>Chapter 5 Adlerian Therapy</p> <p>Chapter 14 – Family Systems Therapy</p> <p>Genogram</p> <p>Video – Family Systems Therapy</p> | Ch. 5, 14 | <p>Discussion 3</p> <p>Participation 2</p> |

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| Week 5: | Chapter 4 Psychoanalytic Therapy Psychoanalytic Presentation Discussion – Psychoanalytic Theory and how it is applied in counseling | Ch. 4 | Discussion 4 Rubenstein Video Participation 3 |
| Week 6: | Chapter 7 Person-Centered Therapy Chapter 6 – Existential Therapy Video on Canvas – Gloria Tapes (Person-Centered) | | Discussion 5 Person-Centered Video Participation 4 |
| Week 7: | Chapter 8 – Gestalt Therapy Video on Canvas – Gloria Tapes (Gestalt) | Ch. 8 | Discussion 6 Gestalt Video Participation 5 |
| Week 8: | Emotional Support AI Presentations | | Emotional Support AI paper is Due |
| Week 9: | Chapter 9 Behavior Therapy REBT Video | Ch. 9 | Discussion 7 REBT Video Participation 6 |
| Week 10: | Spring Recess NO CLASS | | |
| Week 11: | Chapter 10 Cognitive-Behavior Therapy Discussion – Cognitive-Behavior Therapy and how it is applied in counseling | Ch. 10 | Discussion 8 Participation 7 |
| Week 12: | Chapter 11 Choice Theory & Reality Therapy | Ch. 11 | Discussion 9 Participation 8 |
| Week 13: | Chapter 9 Acceptance & Commitment Therapy Discussion – Acceptance & Commitment Therapy and how it is applied in counseling | Ch. 9 | Discussion 10 Participation 9 |
| Week 14: | Chapter 9 Dialectical Behavior Therapy | Ch. 9 | Discussion 11 Participation 10 |

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| Week 15 | Chapter 10 Motivational Interviewing Chapter 12 Feminist Therapy | Ch. 10, 12 | Discussion 12 Participation 11 |
| Week 16 | Media Paper and Presentation | | Participation 12 Media Paper Due |
| Week 17 | Finals Week Final Exam | | Final Examination Due |