



School of Counseling Psychology

## Counseling Theories PSY-636-90-3

Asynchronous ; Online

Credits: 3

Section: PSY-636

Term: Accelerated Winter Masters 2026

### Instructor Information

**Instructor:** Angela Mendiola

**Email:** [angela.mendiola@chaminade.edu](mailto:angela.mendiola@chaminade.edu)

**Phone:** (808) 620-2723

**Office Location:** Henry Hall 210

**Office Hours:** 10:30 am - 11:30 am Tuesdays and Thursdays and by appointment via zoom

### Communication

The best way to reach me outside of course hours are by email or by sending me a message on Canvas. I do not mind communicating via telephone if there is an emergency. I typically respond within 24 hours after receiving a message or email.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: BS 105

Phone: (808) 735-4751

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

### Course Description & Materials

#### Catalog Course Description

PSY 636 Counseling Theories (3) is an overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation.

Prerequisites: PSY 521, PSY 524, PSY 601 with a grade of “C” or better

### **Time Allocation**

The success of this course depends on your active engagement with the materials, assignments and discussions. This class is designed to promote in-depth understanding of psychological theories, research methods and their application through a combination of lectures, readings, assignments and collaborative activities.

This is a three-credit hour course requiring 37.5 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students are anticipated to spend 40 hours in class, 6 hours studying for the final exam, 4 hours to complete the final exam, 1 hour to prepare for Case Study Presentation, and 10 hours to complete the capstone analysis paper .

### **Required Materials**

Texts: 1. Sommers-Flanagan, J & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy Theories: In Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

### **Recommended Items**

-Access to a Laptop or PC in order to submit required assignments via Canvas and to monitor student email.

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

Canvas is a widely used learning management system that allows instructors and students to engage with course content and class discussions, communicate and track academic progress in a digital environment. Canvas is used by colleges and universities for delivering online, hybrid and in-person courses.

## **Learning Outcomes**

### **Program Learning Outcomes (PLOs)**

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.

2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

### **Course Learning Outcomes (CLOs)**

Upon completion of this course, the student will be able to:

1. Develop an understanding of the theories, models, and approaches to counseling. This will be assessed by a multiple choice exam (PLO 1.)
2. Examine ethical and culturally relevant counseling strategies for establishing and maintaining clinical relationships. This will be assessed by a paper (PLO 3).
3. Examine developmentally relevant evidence-based counseling strategies and techniques for prevention and intervention. This will be assessed by class engagement and participation in role play exercises.
4. Discuss processes in the development of a personal model of counseling. This will be assessed by a paper. (PLO 3)

### **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.

This course will address the fifth Marianist value of educating for adaptation and change through examining culturally and ethically relevant strategies to establish and maintain clinical relationships. This course will also address the fourth Marianist value of educating students for service, justice and peace, and integrity of creation through examining evidence-based counseling techniques to support prevention and provide proper intervention.

### **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

#### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	5	3, 5	5	5
<b>PLOs</b>	1	3	3	3
<b>Native Hawaiian Values</b>	5	3, 5	5	5

#### Course Activities

## **Discussion- (9 weeks x 10 points each = 90 points total)**

**All discussion question answers are due on the same week it is assigned by Wednesday at 11:59pm. All students will be expected to respond to each discussion post with at least 4-5 sentences, answering the question and expanding on their answers using their observations, thoughts, or factual information discussed in the course. Students are also expected to respond to at least two (2) peers after posting their discussion response each week using at least 4-5 sentences by Saturday at 11:59pm each week. Student responses to peers should be communicated in respectful manner by either supporting, disputing or presenting questions that may encourage thought-provoking discussion.**

**Responses to instructor's questions or comments on discussion thread also count toward the 2 required responses.**

Class discussions will consist of students analyzing a case study in small groups through the lens of a theory and presenting their findings/perspectives with the rest of the class. Class discussions may also involve answering a question related to a specific theory, cultural or ethical counseling strategy. Students are expected to contribute to class discussion by asking questions, sharing their findings or perspectives and by taking notes.

## **Homework**

**Counseling Techniques Case Study (Assessment for CLO 3) (8 weeks x 10 points each = 80 points total) - All case studies are due the week it is assigned by Saturday at 11:59 PM.**

The primary objective of this assignment is to develop your ability to apply counseling theories and techniques to real-world scenarios. You will be analyzing the same case but from different theoretical perspectives based on the chapters covered in each respective week. Each case study is due by Saturday of the week it is assigned by midnight. Instructor will provide feedback to students individually through Canvas comments once their submission has been made.

### **Instructions:**

1. Review the case
2. Choose an appropriate counseling theory to apply to the case (e.g., Cognitive Behavioral Therapy, Person-Centered Therapy, etc.) Your choices will be limited to what is being covered during that respective week
3. Develop an action plan that outlines what theoretical approach you'll be using, what techniques you will be using from your chosen theoretical approach and what do you predict the treatment outcome will be (how will the client progress?)
4. Write a report summarizing your findings, your chosen counseling theory, what techniques you used and your action plan

**When submitting Case Studies each week, students need to ensure that they use Times New Roman font, size 12, double-spaced. Students must include their full name, course number, date and the case number. For example, “Jane Doe**

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**Case Study 1”**

### **Exams**

**Final Examination (Assessment for CLO 1) (50 multiple-choice questions worth 4 points each = 200 points)**

The final examination will focus on chapters 1 through 14 in Counseling and Psychotherapy Theories text by Sommers-Flanagan.

### **Individual Projects**

**Capstone Analysis Paper (Assessment for CLO 2, 4) (50 points total)**

For the Capstone Analysis Paper, you will need to watch the video on Alice Rubienstien in its entirety. After watching the video, respond to the following questions (your paper can be organized by each question) :

1. What counseling approach did Dr. Rubienstein use during her counseling session? What evidence (e.g., techniques used) do you have to support your claim?
2. What are Dr. Rubienstein’s strengths as a counselor? You must have at least 4 strengths with rationale to receive full credit
3. What are some areas where Dr. Rubienstein could improve You must have at least 4 strengths with rationale to receive full credit
4. What skills and competencies do you need to be an effective counselor?

## Course Policies

### Attendance

Attendance (**10 weeks x 10 points = 100 points total**)

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be a serious medical or family emergency (death, funeral, hospital transportation/arrangements, etc.) Students must provide proof of the event in order for absence to be excused (Written and signed note from a physician, funeral program, etc.) All other reasons will not be considered excuses and the respective points for the day will not be earned.

Any student who stops attending this course or accumulates more than 1 unexcused absence will receive a failing grade due to the accelerated nature of this course.

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 officially withdrawing may receive a failing grade.

### Late Work

No late work will be accepted unless there is a legitimate reason related to an emergency and an arrangement has been made with the course instructor **PRIOR** to the due date of the assignment. No exceptions will be made regardless of reason once the due date and time has passed.

### 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

No incomplete grade will be issued at the end of this course regardless of reason.

## Final Grades

Total possible points = 430

A = 90% and above

B = 80-89%

C = 70-79% (non passing grade)

F = 59% and below (non passing grade)

## 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.

## Artificial Intelligence Use

Purpose:

This policy establishes clear expectations for the use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Google Gemini, etc.) in this course. Counseling is a deeply human-centered profession that requires critical thinking, emotional intelligence, and personal reflection. These skills must be cultivated through authentic student effort, not outsourced to automated tools.

### Permitted Use of AI Tools:

In limited cases, AI tools may be used with instructor approval for purposes such as:

- Organizing APA citations or formatting references (with final citations still verified by the student)
- Grammar or spelling checks on final drafts (e.g., Grammarly)

Students must clearly indicate any AI assistance used in an assignment by including a statement such as:

“AI assistance was used for proofreading purposes only using [tool name]. All content and ideas are my own.”

### Prohibited Use of AI Tools:

The following uses are strictly prohibited and considered academic dishonesty:

- Using AI to generate answers for assignments, quizzes, or discussion board posts
- Submitting AI-generated summaries or reflections in place of your own writing
- Relying on AI to analyze case studies, apply counseling theories, or interpret client dynamics
- Using AI to create personal reflections, genograms, or conceptualizations—these require introspection and individual effort

Violations of this policy will be treated as plagiarism or misrepresentation, and referred to the university’s academic integrity office.

## 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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Week of	Theme	Info	Due
<b>1</b> <b>1/11/26</b>	-Review course syllabus, Chapter 1 Psychotherapy and Counseling Essentials and Chapter 13- Developing Your Multicultural Orientation and Skills  - Discussion Question 1	-Read Ch. 1 and 13	DQ 1
<b>2</b> <b>1/18/26</b>	-Chapter 2 and 3  -Discussion question 2	-Read Ch. 2 and 3	DQ 2  Week 2 Case Study on Chapters 2 or 3
<b>3</b> <b>1/25/26</b>	-Chapters 4, 5 and 6  -Discussion question 3	-Read Chapters 4, 5 and 6	DQ 3  Week 3 Case Study on Chapters 4, 5 or 6
<b>4</b> <b>2/1/26</b>	-Chapter 7 - Behavioral Theory and Therapy  -Discussion question 4	-Read Chapter 7	DQ4  Week 4 Case Study on Chapter 7
<b>5</b> <b>2/8/26</b>	-Chapter 8 CBT  - discussion question 5	-Read Chapter 8	DQ 5  Week 5 Case Study on Chapter 8

<b>6</b> <b>2/15/26</b>	-Chapter 9 - Choice and Reality Therapy  -Discussion question 6	-Read Ch. 9	DQ 6  Week 6 Counseling Case Study on Chapter 9
<b>7</b> <b>2/22/26</b>	-Chapter 10 - Feminist Theory  -Discussion question 7	-Read ch. 10	DQ 7  Week 7 Counseling Case Study on Chapter 10
<b>8</b> <b>3/1/226</b>	Chapter 11- Constructive Theory and Therapy  -Discussion question 8	Read Ch. 11	DQ 8  Week 8 Counseling Case Study on Chapter 11
<b>9</b> <b>3/8/26</b>	Chapter 12 - Family Systems Theory and Therapy and Chapter 14 - Psychotherapy and Counseling Integration  -Discussion question 9  (address questions related to final exam, Capstone Analysis Paper check-in)	Study for final exam  Read chapter 12 and 14	DQ 9  Week 9 Counseling Case Study on Chapter 12 or 14
<b>10</b> <b>3/15/26</b>	Final Exam	-Complete final exam (due 3/21 by 11:59pm)	

		-Submit Capstone Analysis Paper (due 3/21 by 11:59pm)	
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## Case Study: Jane Doe

### Identifying Information

- **Name:** Jane Doe
- **Age:** 30
- **Ethnicity:** Part-Hawaiian, Chinese, Portuguese
- **Marital Status:** Single
- **Occupation:** Unemployed (Formerly a Marketing Coordinator)

### Background and Intake Information

Jane Doe, a 30-year-old woman residing in Honolulu, Hawaii, has recently sought counseling. She is of part-Hawaiian, Chinese, and Portuguese descent and has lived in Honolulu her entire life. As the eldest of three siblings, Jane experienced her parents' divorce when she was 9 years old, an event that had a significant impact on her early life. Presently, she is single and has been unemployed since being laid off from her five-year tenure as a marketing coordinator at a local firm.

### Family Background

Jane is the eldest of three siblings, which has often placed her in a role of responsibility within her family. The divorce of her biological parents when she was 9 years old was a challenging period for her, shaping much of her early experiences and possibly influencing her current coping mechanisms.

### Presenting Problem

Jane reports experiencing persistent worry and anxiety that has been unmanageable over the past year. She describes feeling restless, having difficulty concentrating, and often feeling on edge. These symptoms seem to have escalated following her job loss, a period she describes as "the beginning of everything falling apart."

In addition to her anxiety, Jane has shown symptoms indicative of major depressive disorder. She mentions a loss of interest in activities she once enjoyed, such as surfing and socializing with friends. Jane also reports significant changes in her sleep patterns, with frequent insomnia, and a decrease in appetite leading to weight loss. She expresses feelings of hopelessness and low self-worth, often blaming herself for her job loss and current unemployment.

Jane has no prior history of mental health treatment and has not been formally diagnosed with any mental health condition. There is no significant history of mental health issues in her family. Her decision to seek counseling was encouraged by a close friend who noticed her ongoing struggles.

#### Initial Interview

During the initial interview, Jane appeared well-groomed but seemed noticeably fatigued. Her speech was coherent but often trailed off when discussing her emotions and recent experiences. Jane made infrequent eye contact and was visibly tense throughout the session.

When asked about her daily routine, Jane mentioned she spends most of her time at home, often in bed, with little contact with the outside world. She admitted to feeling "paralyzed" by her anxiety, which has hindered her ability to search for new employment. Jane expressed guilt for being a "burden" to her family and friends and worries excessively about her future.

Jane's mood during the interview was predominantly sad, and she often appeared tearful when discussing her current situation. She denied any suicidal ideation but expressed a pervasive sense of hopelessness about her future. Jane acknowledged that her coping mechanisms, such

as isolating herself and neglecting self-care, have been ineffective and that she feels "stuck" in her current state.

You are not required to use the following information. This is being provided to assist you when analyzing this case study.

Here are some potential treatment goals:

**1. Reducing Symptoms of Anxiety:**

- Help Jane develop strategies to manage and reduce her feelings of excessive worry and restlessness.
- Teach relaxation techniques, such as deep breathing, progressive muscle relaxation, or mindfulness meditation, to help her cope with anxiety symptoms.

**2. Alleviating Depressive Symptoms:**

- Work on increasing Jane's engagement in activities that she previously enjoyed or exploring new interests to enhance her mood.
- Address sleep disturbances through good sleep hygiene practices and possibly explore cognitive-behavioral therapy for insomnia (CBT-I) if necessary.

**3. Improving Self-Esteem and Coping Skills:**

- Help Jane challenge and reframe negative thoughts about herself, particularly those related to her self-worth and her job loss.
- Encourage the development of a more positive and compassionate self-narrative.

**4. Enhancing Social Support and Relationships:**

- Assist Jane in identifying and strengthening her support network, including family, friends, and potential support groups.
- Encourage her to communicate her feelings and needs to her support system, promoting healthier relationships.

**5. Addressing Unemployment-Related Stress:**

- Work with Jane to develop practical strategies for job searching, including setting achievable goals, resume building, and interview preparation.
- Explore coping mechanisms to manage the stress and anxiety related to unemployment and job searching.

**6. Exploring Family Dynamics:**

- Discuss the impact of her parents' divorce and her role as the eldest sibling on her current mental state.

- If appropriate, consider family therapy to address unresolved issues and improve family relationships.

**7. Cultural Considerations:**

- Acknowledge and incorporate Jane's cultural background (Hawaiian, Chinese, Portuguese) in treatment, understanding how her cultural identity influences her perspective and experiences.

**8. Long-Term Emotional Regulation and Resilience Building:**

- Equip Jane with long-term strategies for emotional regulation.
- Focus on building resilience to better cope with future life stressors and challenges.

Note: Treatment goals should be tailored to Jane's specific needs and adjusted as counseling progresses. Collaboration between the counselor (you) and Jane is crucial in setting and achieving goals, ensuring they are realistic and in alignment with her personal values and changing circumstances.