



School of Education and Behavioral Sciences
Counseling Psychology

PSY 603 Introduction to Counseling Skills

Behavioral Science Building 102; Thursdays from 5:30 pm to 9:20 pm

Credits: # 3 Section: # 01-3 Term: Spring 2026

Instructor Information



Instructor: Taylor Lum, PsyD

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Office Location: Behavioral Sciences Room 116

Office Hours: By appointment via Zoom

Communication

The best way to reach me is via email at taylor.lum@chaminade.edu. I check messages regularly Monday through Friday and aim to respond within 24–48 hours during the workweek. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

School & Department Information

School of Education and Behavioral Sciences

Website: <https://chaminade.edu/education-behavioral-sciences/>

Phone: (808) 739-4652

Course Description & Materials

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.

First Benchmark Course

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. The Professional Dispositions Competency Assessment (PDCA-R) is used. **The minimum score on the PDCA-R to pass the course is 30 points, with no individual competency area scored below 3.0.** Below 30, the student is assigned a “C” for the course and must retake the course.

The Counseling Skills Proficiency Record is also 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. The student will NOT pass PSY 603 regardless of other scores earned for PSY 603 Intro to Counseling Skills.

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, doctoral school application, etc.

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 (3) 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 30 hours in class, 6 hours in writing paper assignments, 60 hours completing dyad videos and reflections to (6) dyad videos, 15.5 hours completing written reflections to counseling themes, 1.5 hours completing midterm self-evaluations, 6 hours completing (4) Counselor Competencies Written

Reflection Assignments, 4 hours completing a case summary. There will be an additional 40 hours of work required beyond what is listed here (viewing videos, course readings, homework assignments, etc.) This additional work will average about 4 hours per week.

Required Materials

Sommers-Flanagan, J, R. (2024): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.

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

Our Canvas classroom contains your syllabus, course assignments, quizzes, gradebook, and resources.

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, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

By the completion of this course, students will:

1. Apply science-based basic counseling skills and assessment competencies (PLO 2).
Assessment: Professional Dispositions Competency Assessment-Revised
2. Conduct components of counseling sessions in an ethical manner, including an introduction session, establishing consent, psychosocial history, formulating homework assignments, and termination (PLO 1, 2). Assessment: Professional Dispositions Competency Assessment-Revised
3. Document counseling sessions in a typical chart format, i.e., DAP (PLO 1, 3), and how to formulate and present a case which is efficient, succinct, and complete (PLO 1, 3).
Assessment: Intake Assessment and Case Presentation
4. Evaluate how personality, interpersonal style, and cultural background contribute to counseling, for the counselor and for clients (PLO 3). Assessment: Professional Dispositions Competency Assessment
5. Receive and integrate feedback regarding counseling practice from supervision and peers. (PLO 4) Assessment: Professional Dispositions Competency Assessment-Revised

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 reflects Marianist values by promoting education for adaptation and change. Through the application of counseling theories and modalities, students learn to respond effectively to the unique needs of individuals. By practicing counseling skills with peers, students develop greater self-awareness and an understanding of diverse behaviors, fostering flexibility, empathy, and growth in alignment with the Marianist mission.

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	CLO 5
Marianist Vaues	2, 5	2, 5	2, 5	2, 5	2, 5
PLOs	2	1, 2	1, 3	3	4
Native Hawaiian Values	2, 5	2, 5	2, 5	2, 5	2, 5
Gen Ed Learning Outcomes (if applicable)	N/A	N/A	N/A	N/A	N/A

Course Activities

Professional Dispositions Competency Assessment – Revised (PDCA-R)

The Professional Dispositions Competency Assessment-Revised Admission (PDCA-R) is a structured rubric used to evaluate professional dispositions essential for effective and ethical counseling practice. The assessment focuses on observable behaviors across nine core areas, including conscientiousness, interpersonal skills, cultural sensitivity, self-awareness, and emotional stability, using clear performance descriptors (developing, meets expectation, above expectation). Designed to promote fairness, transparency, and consistency, the PDCA-R supports professional gatekeeping by clearly communicating behavioral expectations and is supported by research demonstrating strong reliability when used with standardized training.

The Professional Dispositions Competency Assessment (PDCA-R) is used. **The minimum score on the PDCA-R to pass the course is 30 points, with no individual competency area scored below 3.0.** Below 30, the student is assigned a “C” for the course and must retake the course. (Total = 50 points; Pass/Fail)

Counseling Skills Proficiency Record

Students will also be provided in training 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 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

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. The student will NOT pass PSY 603 regardless of other scores earned for PSY 603 Intro to Counseling Skills. (Total = 36 points; Pass/Fail)

Counselor Competency Reflection

You will complete 2 reflective essays. Reflections will cover your new understandings that you have gained through videos, reading, assignments, and dyad practice and how it relates to your professional growth through each of the 9 core areas of PDCA-R. 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.

It will consist of 5-pages reflection, APA format, double spaced, 12 pt font, and 1 inch margins. (25 points each; Total = 50 points)

Weekly Video Counseling Dyads:

Students will complete a 15 minute dyad with an individual *assigned by instructor. You will be the therapist and conduct sessions (e.g., Intake/Initial Assessment, a Treatment Planning session, and a regular session). From these sessions, you will complete the Documentation Assignments.

You will have 6 sessions throughout the term. Student in the counselor role will record their counseling session. The client and counselor should both be in the frame when recording sessions.

You will present 2 short clips. You may record each dyad session but have to record at least 2 sessions (one in the first 4 weeks and then a second in the latter part of the term). You will, then, present 5-7 minute clips from these sessions to the rest of the class twice during the term; once in Week 5 or 6 and again in a formal case presentation at the end of the term.

Dyad Skills Documentation Assignments

It will include an Initial/Intake Assessment, Treatment Plan, and Progress Notes (x 2). Templates will be provided. (10 pts each; Total = 60)

Overall Process Reflection Paper

The Overall Process Paper will be a minimum of 5 pages in length, double spaced, 12pt font, Times New Roman or Arial type font, with one inch margins in APA format. (25 points)

Students will reflect on their overall personal learning. The process paper will consist of two parts.

1. **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?
2. **Part 2:** Why are the PDCA-R competencies, 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?

Mid-Term

The Mid-term will include participating in a dyad session where you'll be recording a follow-up session with your Partner 1 as the client. Role-plays will be 10-15 minutes in length.

Additionally, you'll also submit a transcript of the session with identifying the counseling skills that were used in the session, and comment on areas of both strengths and areas of improvements in the session.

Students will also reflect on their progress and growth from Week 1, and do a self-evaluation on their ability to demonstrate fundamental skills.

Required components include:

1. Present 5-7 minutes clip of the session and reflect the skills they've demonstrated and their strengths and areas of growth (40 points)
2. Dyad video and transcript (40 points)
 - a. Transcript of the 15-minute session along with Skills identified, including a Self-Reflection
 - b. The paper should be structured in this format:

Transcription (what was said verbatim)	Demonstrated Counseling Skill (e.g., Simple Reflection, Paraphrase, Confrontation)	Self-Reflection (e.g., I felt anxious when she became irritable as she describing about her family issues)
T1:		

C1:		

3. Counseling Skills Proficiency Self-Evaluation on fundamental skills and core areas from the PDCA-R (20 points)
 - a. Student counselor will also reflect on their progress and growth from Week 1. Write a reflection paper on their ability to meet the basic counseling proficiencies based on the Counseling Skills Proficiency Record and the nine core areas from the PDCA-R. This paper will be about 3-5 pages long and APA format. The self-evaluation will be done using a blank Counseling Skills Proficiency Record and PDCA-R forms.

Final Exam

The Final Exam will give the student the opportunity to demonstrate their counseling skills. (100 points)

You'll be recording a follow-up session with your Partner 2 as the client.

As role of the counselor, you will submit 3 required materials to complete the presentation for this Final Exam:

1. Case Presentation (50 points)
 - a. Each student will present the case as they were the counselor via a PowerPoint presentation. This presentation will be given alongside the video clip, and should last 5-10 minutes. As you speak about the client, you should present ethically and with respect, be able to clinically conceptualize the case, create a treatment plan, and answer questions from the treatment team when talking about the case.
 - b. It will also include:
 - i. Demographics, Reason for referral/presenting concern, History of presenting concern, Developmental and Social history, Medical History, Mental health/Psychiatric History, Nutrition and activities of daily living, Education, Employment, and Vocational History, Social History, Family History, Cultural Considerations, Clinical/Systemic impressions
2. Video Clip of the Session (20 points)
 - a. You will show a 5-10 minute video clip from your dyad where you display the fundamental skills.
3. Transcript of the 15-minute session along with Skills identified, including a Self-Reflection (30 points)
 - a. The paper should be structured in this format:

Transcription (what was said verbatim)	Demonstrated Counseling Skill (e.g., Simple Reflection, Paraphrase, Confrontation)	Self-Reflection (e.g., I felt anxious when she became irritable as she describing about her family issues)
T1:		
C1:		

Total Course Points = 335

Course Policies

Attendance

Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. **Only one absence is allowed.** No exceptions. If more than one class is missed, the student will fail the class (will be given a “C”) and must re-take it the next time it is offered. Tardy- Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (1) hour after the start time or leaves one (1) hour prior to the dismissal time, it will be recorded as one absence. If an emergency or severe illness occurs, the student must inform the professor in advance of the class.

If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Lastly, please refer to your CUH Student Handbook and carefully read all of the areas addressing policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Any student caught plagiarizing materials or using materials previously developed for another class will automatically fail this course.

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>

Late Work

Assignments are due on the dates specified in the course schedule. Late assignments will be penalized 10% per day, unless prior arrangements have been made with the instructor.

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

A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.

Use of Generative Artificial Intelligence (Gen AI)

Students may use Generative AI tools, such as ChatGPT, to support their learning and creativity. These tools can be helpful for brainstorming, refining ideas, and strengthening understanding. To ensure responsible and ethical use, students must follow the guidelines below:

- Any material created with AI must be clearly identified and credited.
- AI tools may not be used to complete assignments or projects in place of the student's own work. Students must make meaningful contributions and revisions to anything generated by AI.
- All submitted work must reflect the student's own thinking and understanding. Using AI-generated content without proper credit is a form of plagiarism and is not allowed.
- Students must explain when and how AI tools were used. This includes naming the tool and describing its role in the assignment.

Final Grades

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 Kōkua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Tentative Course Schedule

Wk	Focus	Readings	Due
1 (4/16/2026)	<ul style="list-style-type: none"> • Welcome, Introductions, and Course Syllabus Review • Review skills proficiencies • Self-Awareness 	Ch. 1, 2, & 3	
2 (4/23/2026)	<ul style="list-style-type: none"> • Establishing rapport • Fundamental Skills 	Ch. 4, 5, & 7	
3 (4/30/2026)	<ul style="list-style-type: none"> • Intake • MSE • Dyad Session #1 (Partner 1: Intake Assessment) 	Ch. 8 & 9	
4 (5/7/2026)	<ul style="list-style-type: none"> • Directing Towards Action • Diagnosis and Treatment Planning • Dyad Session #2 (Partner 1: Treatment Plan) 	Ch. 6 & 11	Counselor Competency Reflection 1
5 (5/14/2026)	<ul style="list-style-type: none"> • Mid-Term Dyad Session #3 (Partner 1: Regular Session) 	Ch. 12	
6 (5/21/2026)	<ul style="list-style-type: none"> • Mid-Term Counseling Skills Proficiency Presentation 		Intake Assessment, Treatment Plan, and Progress Note 1 Counseling Skills Proficiency Self-Evaluation, and Reflection
7 (5/28/2026)	<ul style="list-style-type: none"> • Dyad Session #4 (Partner 2: Intake Assessment) 	Ch. 13	Mid-Term Dyad Video and Transcript
8 (6/4/2026)	<ul style="list-style-type: none"> • Crisis Intervention • Dyad Session #5 (Partner 2: Treatment Plan) 	Ch. 10	Counselor Competency Reflection 2
9 (6/11/2026)	<ul style="list-style-type: none"> • Termination and Discharge Plan • Dyad Session #6 (Partner 2: Regular Session) 	Ch. 14	Intake Assessment, Treatment Plan, and Progress Note 2

10 (6/18/2026)	<ul style="list-style-type: none">• Final Exam		Final Exam Overall Process Reflection Paper
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*Assignments are due before class starts at 5:30 pm.