



Chaminade University

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

PSY 741 Mental Health Counseling

Online

Credits: 3

Section: 741-91-3

Term: Summer 2026

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

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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 will examine counseling psychology within the mental health environment. The general focus of the course will be on preventative counseling within the mental health context. Models of service delivery, the impact of the environment, cross cultural concerns, ethics, and the history of mental health, research, and counselor competencies will be explored. The course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economics status and mental health, delinquency and criminality, crisis counseling gerontology, consultation, social support, mental health agencies and programs, and legal and social policies related to adult individual, children, and families.

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 approximately 40 hours developing and delivering a Community Agency Site Information Presentation, Stress and Health Review and Paper, and a Case Conceptualization Presentation. Additionally, there's an anticipated 95 hours of supplementary work, which includes 10 hours for videos and written responses, 40 hours for chapter readings, reviewing PowerPoints and class activities, 20 hours for chapter assignments, and 15 hours completing weekly Quizzes and a Final Examination. This supplementary workload averages around 9.5 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

Gerig, M. (2018). Foundations for Clinical Mental Health Counseling: An Introduction to the Profession, 3rd edition

Recommended Items

- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

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 the MSCP program, the student 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)

Upon completion of PSY 741, the student will be able to:

1. Develop an understanding of contemporary mental health issues, concepts, and principles, including the ethical and legal considerations that impact the counseling profession and community mental health settings. Assessment methods: Multiple-choice exam, Reflective paper. (PLO 2, 3)
2. Apply evidence-based counseling interventions and techniques to address a range of mental health concerns, including mood and anxiety disorders, trauma-related

disorders, substance use disorders, and other common diagnoses. Assessment method: Case study assignment. (PLO 3)

3. Develop effective multicultural counseling skills to address the unique needs and experiences of diverse client populations, including clients from different cultural backgrounds, sexual orientations, and gender identities. Assessment method: Case study assignment. (PLO 2, 3)
4. Critically analyze the use of technology and teletherapy in mental health counseling, including its potential benefits and limitations in community mental health settings. Assessment method: Research paper. (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 741 Mental Health Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. 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 weekly assignments, 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 ('Ōlelo 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 ('Ōlelo 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
Community Agency Site Information Presentation	Develop a creative and informative PowerPoint presentation consisting of 10-12 slides. Each slide should have at least 200 words in the slide notes, which can be the transcript for an audio narrative. Your presentation should focus on where you will be placed for your practicum/internship or a community agency and a program of your choice that serves a population you are interested in working with. Ensure that your presentation covers the following items: The History of the Agency and/or Specific Program: Provide a brief overview of the agency's background, including its establishment and key milestones. Needs Addressed by the Agency and/or Specific Program: Identify and discuss the specific problems and issues that the agency aims to address within the community. Purpose or Mission Statement: Present the agency's purpose or mission statement, highlighting its core values and objectives. Goals of the Agency and/or Program: Outline the goals that the agency aims to achieve in serving the community and supporting its target population. Funding Sources: Explain how the agency is funded, including any government grants, donations, or partnerships it relies upon. Interventions or Counseling Services: Describe the various interventions or counseling services provided by the agency's program to support the individuals or groups it serves. Additional Services or Activities: Highlight any supplementary services or activities offered by the agency, such as workshops, support groups, or community events. Qualifications or Licenses: Discuss the qualifications or licenses required for individuals seeking employment at the agency, ensuring to mention any professional certifications or degrees relevant to the field. Impact and Reach: Provide information on the number of individuals, families, children, or any other specific population the agency impacts within a specified timeframe. Visuals and Links: Enhance your presentation by including relevant pictures, images, or graphics related to the agency. Additionally, provide links to the agency's website or other	50 pts

	online resources for further exploration. Remember to organize your slides in a clear and coherent manner, using appropriate headings, bullet points, and visuals to enhance the overall effectiveness of your presentation. Lastly, ensure that your content is accurate, well-researched, and properly cited using APA format.	
Mental Health at the Movies: Case Conceptualization and Treatment Plan	Write a paper that demonstrates your understanding of the biopsychosocial-spiritual model, systemic perspective, major concepts, theoretical perspectives, psychopathology, diagnosis, and treatment planning. You will apply these concepts in the context of a movie character of your choice. See Canvas assignment	125 pts
Case Study Intake Assessment, Treatment Plan, and Progress Notes	Review of client intake videos, conduct an intake assessment, formulate a provisional diagnosis, development of treatment plan, identification of counseling skills used, ethical and cultural considerations, and additional recommendations.	20 (10x2) pts
Discussion Posts	Students will complete the discussion posts. See Canvas	40 pts
Participation	Students will respond to one peer's discussion post based on the last discussion assignment.	35 (7x5pts)
Midterm Exam	The midterm exam is a timed multiple-choice exam. LockDown Browser software is required to take the exam. Please install the LockDown Browser before attempting to take the exam. Allow yourself some time to set this up. See instructions on Canvas.	15 pts
Final Exam	The final exam is a timed, multiple-choice exam. LockDown Browser software is required to take the exam. See instructions on Canvas.	100 pts

Course Policies

Attendance

If you miss more than one class, without an excused documented absence, you will be given a "C" and you must retake the class. (This is graduate programs policy.)

Class Structure

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis on ethics. This course will be comprised of chapter facilitation, chapter discussions, and role-plays to demonstrate knowledge expertise in the subject and concept of professionalism and ethics. Throughout the course, students will complete chapter reflections, dyads, and case studies to stimulate discussion and critical thinking, and engage in self-reflection and self-awareness practices to encourage mindfulness to identify any existing bias. The course will end with a cumulative final exam, covering all chapters of material covered in this class to assess retention of information, and a Biopsychosocial-Spiritual Model project to synthesize the course concepts.

In order to have informed weekly discussions, students must complete the readings prior to any 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:

- Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
- Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. 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.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading, ethical decision making, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared to talk in class with questions and reflections

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>
Community Agency Site Info	50
Mental Health at the Movies	125
Case Analysis	20 (2 @ 10 pts)
Discussion Posts	40 total
Participation	40 (7 @ 5pts each)
Mid-term	15
Final Exam	100
Total Points = 390	

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
Week 1	• Introductions, course syllabus review • Review major projects for the semester: • Community Agency Site Information PowerPoint Presentation • Mental Health Case Conceptualization and Treatment Plan • Stress and Health Review and Paper • Chapter 1: What is a Mental Health or Professional Counselor? •	Chapter 1	Discussion 1
Week 2	• Chapter 2: Clinical Mental Health Counseling in Historical Perspective • Chapter 3: Theoretical Foundations for Clinical Mental Health Counselors	Chapters 2-3	Discussion 2 Participation 1
Week 3	• Chapter 4: Traditional and Contemporary Theories of Counseling • Chapter 5: Education, Licensure, and Certification	Chapters 4-5	Discussion 3 Participation 2

Week 4	- Chapter 6: Ethical and Legal Issues in Clinical Mental Health Counseling - Chapter 7: The practice of Clinical Mental Health Counseling: What We Do	Chapters 6-7	Discussion 4 Participation 3
Week 5	Mid-term evaluation		
Week 6	- Chapter 8: Contexts for Professional Practice: Where Clinical Mental Health Counselors Work - Chapter 9: Appraisal and Research in the Practice of Clinical Mental Health Counseling	Chapters 8-9	Discussion 5 Participation 4
Week 7	- Chapter 10: Professional Practice in Multicultural Contexts - Chapter 11: Managed Care and Third-Party Reimbursement	Chapters 10-11	Discussion 6 Participation 5
Week 8	- Chapter 12: Community Mental Health: Program Development, Evaluation, and Management - Mental Health at the Movies Case Conceptualization and Treatment Plan	Chapters 12	Mental Health at the Movies Participation 6
Week 9	Chapter 13: The Future of Clinical Mental Health Counseling	Chapter 13	Discussion 7 Participation 7

Week 10	• Final Examination		Final Exam
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