



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-8020-02 Person-Centered Therapy

Kieffer Hall rm. 6, Thursdays 9:00am–12:00pm | Credits: 3 | Section: 02 | Term: Fall 2026

Instructor Information

Instructor	Vilmarie Baez, PsyD
Email	vilmarie.baez@chaminade.edu
Phone	808.739.7430
Office Location	Kieffer Hall, rm. 4
Office Hours	Thursday's 1:00pm – 4:00pm. Virtual office hours available on Wednesday's from 9:00am -12:00pm. Other days/time may be available, based on availability, upon request (email contact)

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

This course reviews classical and contemporary theories and approaches to person-centered and humanistic psychotherapy. It utilizes didactic and applied approaches intended to give students a firm grounding in person centered and existential approaches to psychotherapy with adults.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer Hall, rm. 6
Meeting Days/Times	Thursdays 9:00am-12:00pm

Time Commitment	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 doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	Rogers, C. (1995). <i>On becoming a person: A therapist's view of psychotherapy</i>. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573 Tolan, J. & Cameron, R. (2017). <i>Skills in person-centred counselling & psychotherapy (3rd Ed.)</i>. Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592
Required Readings	Bohart, A. (2012) Can you be integrative and a person-centered therapist at the same time? <i>Person Centered & Experiential Psychotherapies</i>, 11(1), 1-13. Buhler, C. (1971). Basic theoretical concepts of humanistic psychology. <i>American Psychologist</i>, 26 (4), 378-386. https://doi.org/10.1037/h0032049 Coma, M.T. & Hunter, Q. (2018) Empathy, humanism, and mindfulness in multicultural counseling and social justice work. <i>The William & Mary Educational Review</i>, 6, 70-90. https://scholarworks.wm.edu/wmer/vol6/iss1/6 Kim, J. (2018). Consideration of the applicability of person-centered therapy to culturally varying clients, focusing on the actualizing tendency and self-actualization- from East Asian Perspective. <i>Person-Centered & Experiential Psychotherapies</i>, 17(3), 201-223. https://doi.org/10.1080/14779757.2018.1506817 Maslow, A.H. (2017). Toward a humanistic psychology. ETC: A Review of General Semantics, 74 (1/2), 174-187. https://www.jstor.org/stable/10.2307/48617419 Norcross, J. C. & Labert, M.J. (2018). Psychotherapy relationships that work III. <i>Psychotherapy</i>, 55 (4), 303-315. Prouty, G. (2007). Pre-therapy: The application of contact reflections. <i>American Journal of Psychotherapy</i>, 61(3), 285-295. Renger, S. (2023). Therapists' views on the use of questions in person-centered therapy. <i>British Journal of Guidance & Counselling</i>, 51(2), 238-250. https://doi.org/10.1080/03069885.2021.1900536 Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. <i>Journal of Consulting Psychology</i>,

	21(2), 95-164. Rowan, J. & Glouberman, D. (2018). What is humanistic psychology? <i>Humanistic Psychology: Current Trends and Future Prospects</i>, 17-33. Simms, J. (2011). Case formulation within a person-centered framework: An uncomfortable fit? <i>Counselling Psychology Review</i>, 26(2), 24-36. van Deurzen, E. (2014). Structural Existential Analysis (SEA): A phenomenological research method for counselling psychology. <i>Counselling Psychology Review</i>, 29(2), 70-83.
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.

6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes (CLOs)

1. Students will refine their therapeutic engagement skills using person-centered, existential, and other humanistic approaches to therapy as evidenced by their engagement in role-plays and completion of Project I. (Competency 8)
2. Students will strengthen their case conceptualization skills as evidenced by their engagement in role-plays and completion of Project II. (Competency 8)
3. Students will increase their knowledge of diversity issues in using person-centered, and existential approaches to therapy by engaging in discussions of related articles. (Competency 4)
4. Students will strengthen their critical thinking and reflexive thinking skills via awareness of personal and professional biases which impact the therapeutic process through their engagement in role-plays, class discussion, and completion of Projects I & 2. (Competency 3)
5. Students will increase their awareness of ethics and professional behavior in addressing complex clinical cases as evidenced by role-play participation, discussion of relevant articles, and in-class video analysis. (Competency 1)
6. Students will analyze person centered, existential, and other humanistic approaches to therapy and point out theoretical underpinnings, summarize main concepts the influence conceptualization and treatment as evidenced by their engagement with quizzes, Projects I & II, and passing the final examination with an 80% or above.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (10%)	Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions and role plays, and always assume professionalism. Unexcused absences, tardiness, lack of preparation/participation, inappropriate use of cell phones and computers not related to the course during class time, and/or inappropriate or unprofessional behavior affects scoring in this domain and may result in a reduction of the overall score for the course. Any unexcused absence will require an additional assignment. Two or more unexcused absences may result in loss of credit for the course. Tardiness to two classes will result in an individual meeting with the instructor and tardiness to more than three classes will result in a referral to the student's academic advisor to develop a remediation plan. The qualification of what is or is not excusable remains at the instructor's discretion. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology.
Quizzes (20%)	Students will complete 7 quizzes. Quizzes will be completed every other week. Quizzes will reflect content covered in the readings, lectures, and/or journal articles from the previous week's class. While students will complete 7 quizzes only 5/7 quizzes will count towards the students' final grade. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Each quiz will have a maximum total of 4 earned points. <i>Missed quizzes cannot be made up.</i>
Humanistic Self-Reflection (10%)	Students will be expected to complete several exercises and reflect on their experiences by answering question prompts. Student will find this

	assignment along with assignment details on Canvas.
Project I (20%)	30 - minute videotaped <i>Rogerian person-centered</i> therapy session with a mock "client," transcript analysis, and key terms quiz. See Project I Guidelines.
Project II (20%)	Case formulation paper based on Project I. See Project II Guidelines.
Final Exam (20%)	Details about the final exam will be provided in class. Students must pass the exam with an 80% or above in order to pass the course.

Course Policies

Late Work	Assignments are expected to be turned in, via Canvas, by the beginning of the class on the day the assignment is due. <u>No late assignments will be accepted unless arranged before deadlines. If you have concerns about deadlines, please communicate with the professor prior to the due date.</u> Students are expected to submit all assignments by the due date listed on the syllabus. In rare circumstances, the professor may grant an exception if this is requested well in advance of the assignment due date.
Make-Up Work	Rewrites will not be allowed to earn back additional points. Instead, students are expected to, in addition to reviewing assignment outlines, rubrics, and examples (if relevant), schedule a time to meet with the professor if they are concerned about their ability to meet expectations of an assignment before it is due. If a student receives a score of less than 80% on an assignment, they will be given the choice of completing an additional assignment to demonstrate the knowledge required for mastery of associated content.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.
Professionalism with class topics and discussions	It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to

	manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.
Use of course information, content, and materials	Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).
APA writing style	Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.
Use of AI in this course	The program needs to evaluate a student's competency in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is not permitted for program submissions and will be considered academic dishonesty.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance & Participation	10%
Humanistic Self-Reflection	10%
Quizzes	20%
Project I	20%
Project II	20%
Final Exam	20%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
A	4.00 (93-100)
A-	3.67 (90-92)
B+	3.33 (87-89)
B	3.00 (83-86)
B-	2.67 (80-82)
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection

software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options:

chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/27	Orientation to Course, Syllabus Review, and Introduction to Humanistic Psychology & Abraham Maslow https://www.youtube.com/watch?v=jOD-vfD6W5w	Buhler (1971) Maslow (1956)	
2	9/3	Intro to Humanistic Psychology Continued Intro to Existential Psychotherapy https://www.youtube.com/watch?v=YaDvRdLMkHs	Rowan & Glouberman (2018); Van Deurzen (2014)	
3	9/10	<u>Video 1: Carl Rogers and the Person-Centered Approach</u> (chaminade.edu) Empathy Assessment Index (EAI) Nason-2017-Using-The-EAI.pdf (avp.international)	Rogers (1957)	Quiz #1
4	9/17	PCT: Personality and the Change Process YouTube: Carl Rogers on Empathy <u>Video 2:</u> https://fod-infobase-com.ezproxy.chaminade.edu/p_Vi ewVideo.aspx?xtid=150024 and <u>Video 3:</u> https://fod-infobase-com.ezproxy.chaminade.edu/p_Vi ewVideo.aspx?xtid=150025 Empathy “Heads up”	T: Ch. 1-3 R: Ch. 1 Renger (2023)	Humanistic Self-Reflection Essay
5	9/24	Rogerian Person-Centered Therapy <u>Video 4:</u> https://www.youtube.com/watch?v=l-ZdeOYwigY Slyvia: The struggle for Self-Acceptance (Rogers 19:30) Role-play/practice: Empathic Understanding and Congruence Vignettes	T: Ch. 4-6 R: Ch. 3	Quiz #2

Week#	Date	Topics	Readings Due	Assignments Due
6	10/1	Theory of Person-Centered Therapy Video 5: Mr. Lin - YouTube Carl Rogers – “homosexuality” (51 minutes) Role-play/practice: Cards Against Humanity-ish	T: Ch. 7-8 R: Ch. 6 Prouty (2007)	
7	10/8	Video 6: https://www.youtube.com/watch?v=uxFXn9JQ_ek Carl Rogers – “The right to be desperate” (52 minutes) Dr. Baez Video with Student	T: Ch. 9-11 R: Ch. 8 Bohart (2012)	Quiz #3
8	10/15	PCT: Case Conceptualization Video 7: Carl Rogers and Gloria - Counselling 1965 Full Session - CAPTIONED - YouTube (45 minutes) Role Play: Dr. Baez Mock Therapy Session	R: Ch. 9 Simms (2011)	
9	10/22	Student Presentation (3)		Quiz #4 PROJECT I <i>(all written documents due)</i>
10	10/29	Student Presentations (4)		
11	11/5	Student Presentations (4)		Quiz #5
12	11/12	Student Presentations (3)		
13	11/19	PCT: Treatment Planning Video 8: Three Approaches to Psychotherapy 2 — Kathy: Carl Rogers PhD — Client-Centered Therapy - Video - Films On Demand (chaminade.edu) (45 minutes) Role Play: Therapy Popcorn	R: Ch. 12 Norcross & Lampert (2018)	Quiz #6

Week#	Date	Topics	Readings Due	Assignments Due
14	11/26	PCT: Therapeutic Considerations Rogerian Person-Centered Practice: The Case of Hurt and Anger Video: Carl Rogers Counsels an Individual on Hurt and Anger https://www.youtube.com/watch?v=uRCD3anKsa0 (1:24) Thanksgiving	T: Ch. 12, 14, 15	Project II Due
15	12/3	The Nuts and Bolts of Person-Centered Practice: Professional and Diversity Issues	Kim (2018) Coma (2018)	Quiz #7
16	12/10	FINAL EXAM		Course/Instructor Evaluation

R = Rogers, C. (1995). On becoming a person: A therapist's view of psychotherapy. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573

T = Tolan, J. & Cameron, R. (2017). Skills in person-centred counselling & psychotherapy (3rd Ed.). Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592