



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-7044 Consultation and Community Mental Health

Kieffer 8 W: 9:00-12:00pm (Sect. 1); Kieffer 10 W: 1:00-4:00pm (Sect. 2) Credits: 3 | Sections: 1 & 2 | Term: Fall 2026

Instructor Information

Instructor	<i>Jeffrey D. Stern, PhD</i>
Email	<i>jeffrey.stern@chaminade.edu</i>
Phone	<i>(808) 739-7427</i>
Office Location	<i>Behavioral Sciences 109</i>
Office Hours	<i>M: 2:00-3:30; Th: By appointment</i>

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 will introduce students to theoretical and empirical knowledge as it relates to consultation and community mental health. Students will become familiar with the multiple systemic arenas in which clinical psychologists function as consultants within diverse community settings. An overview of consultation theory (including models of consultation), research, and practice will be reviewed as well as a systemic review of community mental health. Emphasis will also include application of this knowledge through comprehension of diverse relational dynamics as a psychologist working within community mental health settings.

Course Snapshot

Modality	Face-to-Face
Meeting Location	<i>Kieffer 8 (sect. 1); Kieffer 6 (sect. 2)</i>
Meeting Days/Times	<i>M: 9:00–12:00pm (sect. 1); M: 1:00-4:00 (sect. 2)]</i>
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	Dougherty, A. M. (2014). <i>Psychological consultation and collaboration in school and community settings</i> (6th edition). Brooks/Cole, Cengage Learning. ISBN: 978-1-285-09856-2 (D) Rosenberg, J., and Rosenberg, S. J. (2018). <i>Community mental health: Challenges for the 21st century</i> (3rd Ed). Routledge. ISBN: 978-0-415-88741-0 (R&R) Rossi, P. H., Lipsey, M. W., and Henry, G. T. (2018). <i>Evaluation: A systematic approach</i>, 8th edition. Sage. (only Ch. 1-3, 7, & 10; (no need to purchase; pdfs of chapters will be added to the google drive) (RL&H)
Required Readings	American Psychological Association (2007). Guidelines for education and training at the doctoral and postdoctoral levels in consulting psychology/organizational consulting psychology. <i>American Psychologist</i>, 62(9), 980-992. Backer, T., Blanton, J., Barclay, A., Golembiewski, R., Kurpius, D. W., Levinson, H., Perloff, R., & Leonard, S. (Ed.) (1992). What is consultation? That's an interesting question! <i>Consulting Psychology Journal: Practice and Research</i>, 44(2), 18-23. Bhatnagar, R., Kim, J., and Many, J. E. (2014). Candidate surveys on program evaluation: Examining instrument reliability, validity, and program effectiveness. <i>American Journal of Educational Research</i>, 2(8), 683-690. Chen, H. T. (2010). The bottom-up approach to integrative validity: A new perspective for program evaluation. <i>Evaluation and Program Planning</i>, 33(3), 205-214. O'Roark, A. M. (2007). The best of consulting psychology: 1900-2000: Insider perspectives. <i>Consulting Psychology Journal</i>, 59, 189-202. Wolf, S. M. & Price, A. W. (2017). The application of community psychology practice competencies for community consulting practice in the United States. <i>Global Journal of Community Psychology Practice</i>, 8(1), 3-14.
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 articulate and analyze consultation models and practices and will apply interprofessional and interdisciplinary consultation skills as evidenced by their consultation proposals (competency 9);
2. Students will articulate and apply theories of consultation, ethically and appropriately, to a variety of diverse groups and/or organizations, as evidenced by their consultation proposals, learning issue reports, and presentations on theoretical models ("teach-ins"). (Competencies 4 & 9);
3. Students will demonstrate their understanding of enhance their applied skills when working with community organizations and agencies, including the ability to apply measurement and reflexive thinking skills and in engaging stakeholders, as evidenced by their learning issue reports and their consultation proposals (competencies 2 & 9);
4. Students will thoughtfully apply the APA Code of Ethics to their proposed work with community agencies and organizations, and the particular ethical issues related to working in a consultative role at the individual, group, and organizational levels as evidenced by learning issue reports and consultation proposals (Competencies 1 & 9);
5. Students will demonstrate their knowledge of and competence in identifying, evaluating, and addressing the needs, values and experiences of individuals, groups, and organizations from diverse, underserved, or marginalized populations and community organizations, differentiating their experiences, and prioritizing their needs, and the importance of understanding their role in the consultative process. (Competencies 4, 9, & 11).

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

Regular attendance and active participation in class discussions and activities are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student’s academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

	Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.								
Teach-In	During the course of the term, students will be asked to teach the rest of the class about a <i>theory of organizational consultation</i>. Theories include Herzberg's two-factor theory and Bronfenbrenner's systems theory. Students will be working in pairs. Each pair is <u>required to assign 2 peer-reviewed journal articles per theory. The first article should cover the important content describing the theory. The second article should be an application of the theory. Each presentation should be between 30 and 45 minutes</u> (including Q & A). Students will also be required to submit their slideshow/presentations on their due dates for grading, based upon the following rubric: <table> <tr> <td>Accuracy of theoretical content</td><td>8 points</td></tr> <tr> <td>Breadth of coverage of content</td><td>8 points</td></tr> <tr> <td>Application to consultation</td><td><u>10 points</u></td></tr> <tr> <td>Total:</td><td>26 points</td></tr> </table>	Accuracy of theoretical content	8 points	Breadth of coverage of content	8 points	Application to consultation	<u>10 points</u>	Total:	26 points
Accuracy of theoretical content	8 points								
Breadth of coverage of content	8 points								
Application to consultation	<u>10 points</u>								
Total:	26 points								
Quizzes	There will be three pop-quizzes during the semester, each worth 3 points (<u>9 points</u> total). They will be a combination of short answer and multiple-choice questions, given at the start of class, focusing on the reading due that week.								
Case-Based Learning Issue Reports	Case-Based Learning – Learning Issue Reports (CBL) – Students will be required to present (to the class) and submit (to the professor) three, 1- to 2-page reports on three separate learning issues that emerge from the Case-Based Learning (CBL) activities (see course schedule). Each written LI report is worth 5 points, for a <u>total of 15 points</u>. To receive 5 points on a LI report, it must be formatted in APA 7th edition with the following 3 headings and include: Context - the context in which the LI was identified, i.e., what about the case led to you selecting this LI? 2) Results - what you learned about the LI through research and doing the deeper dive; and 3) Application – applying what was gleaned from your research to the original context and question that generated the LI, i.e., now that you know what you know, apply what you have learned back to the case and the question you were trying to answer.								
Consultation Proposal	Students will be required to submit a consultation proposal for an organization (no more than 10 pages), due the second to last class period of the term (15th week). This will require students to research an organization and identify organizational challenges and needs (e.g., leadership, structure, growth/change, program evaluation). Specific requirements and grading rubric for this term paper will be provided under separate cover. In general, proposals are required to have 3 sections; an introduction, assessment plan, and scope of services. <u>Importantly, the proposal must include a data collection component (e.g., program evaluation).</u> Students will be asked to present their proposals on the last day of class and will be allotted 10-12 minutes to “pitch” their proposals to their classmates and the instructor who will be acting as stakeholders. <u>Only the written proposal will be graded;</u> it will be worth 40 points. A minimum score of 32/40 (80%) must be obtained on this assignment in order to pass the course.								

Course Policies

Late Work	All assignments are due on the date listed, unless otherwise agreed upon. Late work will be accepted but 1 point will be deducted for every day it is late, up to 1 week, at which point it will not receive credit. Exceptions to this policy will be considered on a case-by-case basis.
Make-Up Work	Students missing class (e.g., to attend a training or internship interview) may be asked to complete a make-up assignment.
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.
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Final Grades

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

Project/Assignment	Point Value
Attendance and Participation	10 points
Teach-In	26 points
Quizzes (3)	9 points
Case-Based Learning - LI reports (3)	15 points
Consultation Proposal	40 points
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	chaminade.edu/career-services

Resource	Description	Contact / Website
	individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	
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	8/26	Introductions; syllabus; Intro to Case-Based Learning (CBL); CBL A		
2	9/2	Intro. To Community Mental Health, (CMH) Reframing mental illness; CBL #1	R&R Ch. 1-3	If missing class for WCCHC training-make-up assignment is due <u>9/9</u>
3	9/9	LI1 Report Presentations; Emerging CMH, Military, Prisons, and suicide among non-mentally ill	R&R Ch. 4-6	LI 1 written report is due
4	9/16	CMH for elderly, family vulnerabilities MI & media	R&R Ch 7-9	
5	9/23	Access to care, multicultural community mental health services, involuntary outpatient tx; CBL #2	R&R Ch. 10-12	
6	9/30	LI2 Report presentations; Best practices in CMH; Comorbidity Tx, neuropsych. perspectives; family psychoed.	R&R Ch. 13-15	LI 2 written report is due

Week#	Date	Topics	Readings Due	Assignments Due
7	10/7	Poverty and Mental Health Care – Social Determinants of Health	R&R Ch. 16-17; Wolf	
8	10/14	Teach-in Day #1: Adams, Herzberg, & Maslow	TBA	Teach-in PPTs due for Adams, Herzberg, & Maslow
9	10/21	Teach-in Day #2: Bronfenbrenner & McClelland; Intro to Consultation	TBA, APA (2007) D Ch. 1-2	Teach-In PPTs due for Bronfenbrenner & McClelland
10	10/28	Consultation stakeholders, stages of consultation; CBL #3	D Ch. 3-5 Backer	
11	11/4	LI3 Report presentations; Foundations of consulting psychology; Group Collab.	D Ch. 6-7 O’Roark; Bhatnagar; Chen	LI 3 written report is due
12	11/11	NO CLASS – HOLIDAY (Veteran’s Day)		
13	11/18	Program Evaluation; Pragmatic, ethical, & legal issues in consultation	RL&H Ch. 1-5 D Ch. 8-10;	
14	11/25	Measurement in consultation; Organizational & school-based consultation & collaboration	D Ch. 13 RL&H Ch. 7, 11	
15	12/2	School Based Behavioral Health consultation & collaboration cont’d		Consultation Proposals due
16	12/9	Consultation proposal presentations		