



PSY 751 Health, Stress Management and Counseling
Fall 2026
3 Credits

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Location: Online Asynchronous

Text: Santee, R.G. (2020). *It's Time For A Change: A Therapeutic Lifestyle Approach to Health and Well-Being*. (1st edition). San Diego: CA. (Cognella, Inc.).

PLEASE NOTE: Consistent with the **Marianist Educational Values/Characteristics of Provide An Integral Quality Education** and **Educated for Adaptation and Change**, this course requires participation in physical exercise and meditation via the Personal Stress Management Program (PSMP) and the Five Animals Frolic Qigong. If you have any pre-existing conditions or current conditions that may compromise your participation, please contact and discuss with your health care provider and also let me know ASAP so we can discuss and make adaptations if needed. In addition, if you believe you need specific accommodations regarding your condition, please contact Chaminade's ADA office. Contact information can be found in the syllabus. If you have additional questions or concerns regarding these assignments, contact me ASAP.

Pain and unpleasantness in life is inevitable. Becoming chronically stressed about it and suffering is optional. It is a choice! Summary of the *Arrow Sutra* (*Sallatha Sutra/JianJing*)

I have three treasures that I maintain and protect. The first is compassion. The second is simplicity. The third is patience.
Daodejing Chapter 67

Is it not pleasurable to have the opportunity to put into practice what one has learned?
Analects of Confucius, Book 1

*Life is largely a process of adaptation to the circumstances in which we exist. . . . there is another type of evolution which takes place in every person during his own life time from birth to death: this is the adaptation to the stresses and strains of everyday existence Stress is essentially reflected by the rate of all the wear and tear caused by life....we are just beginning to see that many common diseases are largely due to errors in our adaptive response to stress, rather than to direct damage by germs, poisons, or life experiences. In this sense many nervous and emotional disturbances, high blood pressure, gastric and duodenal ulcers, and certain types of sexual, allergic, cardiovascular, and renal derangement appear to be **essentially diseases of adaptation.**"* The Stress of Life (1956), Hans Selye, p. xvi-xvii

Whistling to keep up courage is no mere figure of speech. On the other hand, sit all day in a moping posture, sigh, and reply to everything with a dismal voice, and your melancholy lingers. There is no more valuable precept in moral education than this, as all who have experience know: if we wish to conquer undesirable emotional tendencies in ourselves, we must assiduously, and in the first instance cold-bloodedly, go through the outward motions of those contrary dispositions we prefer to cultivate. The reward of persistency will infallibly come, in the fading out of the sullenness or depression, and the advent of real cheerfulness and kindliness in their stead. Smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame, and speak in a major key, pass the genial compliment, and your heart must be frigid indeed if it do not gradually thaw! What is an Emotion? William James (1884), p.198.
[Classics in the History of Psychology -- James \(1884\) \(yorku.ca\)](#)

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.

Catalog Course Description

This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventative psychology. Students will participate in Qigong, relaxation exercises, meditation, and visualization as part of the course.

Syllabus Course Description

The scope of this **course** is a psycho-educational, integrative, holistic, self-care approach to counseling, for both the counselor and the client, relative to generating and implementing adaptive solutions for adaptive problems in various ever-changing environmental contexts. The general focus of this course is the relationship between mind, body and environment. The specific focus of this course is the exploration of the relationship between health, psychological moods, and personal/social contexts. This course will examine such areas as a personal stress management program (PSMP), evolutionary theory, neuroscience, the stress response, stress management, nutrition, exercise, sleep, sedentary behavior, interpersonal relationships, humor, personal responsibility, the immune system, time management, cognitive restructuring, cognitive reframing, qigong, and meditation.

In addition, Buddhist, Confucian and Daoist approaches are integrated with the western approach to provide cross-cultural perspectives and practices, **regarding generating and implementing adaptive solutions for adaptive problems** within the context of health, stress management, and counseling.

Course emphasis will be on self-care/preventive counseling for both the counselor and the client.

Communication

All correspondence is through email via canvas. This allows me to document, in writing, all interactions. I usually will get back to you within 48 hours from the time I am notified by Canvas. Regarding assignments, I will usually get back to you within 48 hours after the due date via Canvas where you submitted your assignment.

Getting Started

You need to read the entire syllabus, the entire home page on Canvas, the entire Week 1 Module, watch the welcoming video and the five animals frolic qigong video (this graded assignment begins on Friday (10/9/2026)).

You need to go to the **Discussions** link on Canvas (on Home Page, left side/column) click it, and then click **Open Discussion Forum. Opportunities for regular and substantive interaction with me regarding the course content, learning, assessment, etc.** In addition to the welcoming video, I introduce myself here and provide some background information.

Please use this Open Discussion Forum Board to introduce yourself to your classmates and myself.

The Open Discussion Forum Board is a place where you can chat and get to know your

classmates, interact with your classmates, ask questions, talk story, or share information with us. This place will allow you to establish on a regular basis a social presence, support for your classmates through open communication, have group discussions about specific content in the context of this course, establish trust and build an online class community. In addition, it is also an area to ask me questions about course related topics (i.e. content of the course, learning, assessment, etc.) that you want to explore in more depth. It is also an area where I will provide course related prompts for further exploration. You will be notified about these prompts via email and/or announcements. Please feel free to utilize this Open Discussion Forum Board. This is not a graded assignment. This Open Discussion Forum Board along with my feedback on all your assignment performance allows for regular and substantive interaction between yourself (student) and myself (instructor)

Online

Psy 751 is an online asynchronous format course via canvas. There will be no zoom. There will be no pre-recorded lectures. There are no on-ground office hours. There is no communication via telephone. All correspondence is through email via Canvas. This allows me to document, in writing, all interactions. After reading this syllabus, please go to and review the canvas home page and the week 1 module.

The entire course is structured through the module format on Canvas where all your assignments, requirements, PowerPoint presentations to review, articles to read, videos to watch (links to the videos are in the weekly module), discussion questions, and chapter readings are indicated. The Files link contains the syllabus, all the PowerPoint Presentations, exercises, samples for assignments, and articles to read. In addition to the modules, the tentative schedule is also in the syllabus.

All graded papers, the PSMP, the weekly PSMP analyses, discussion questions and participation responses will be posted on a Monday. They are all submitted through canvas. They are all always due for their respective week Sunday before midnight. Both the mid-term and final exam are 25 item multiple choice exams for which you have 30 minutes for each to complete.

The mid-term is taken during its assigned week (Monday through Sunday) through canvas any day with the due date 11/15 before 11pm on Sunday. The final exam is taken during the final assigned week on Sunday, Monday, or Tuesday with the due date before 11pm Tuesday 12/8.

All papers are submitted through canvas, discussion questions and participation responses are submitted through canvas, and both the mid-term and final exam are taken through canvas. **Please note there is no extra credit given for this course. There are no incompletes given for this course. There is no redoing of your assignment. There is no reviewing of drafts. Do not create and submit a PDF for any assignment. No submissions or exams will be allowed after the end of the term.** If you turn your assignment (All graded papers, the PSMP, the weekly PSMP analyses) in late you will have 5 days from due date to submit.

However, Late Assignments will only be accepted in this course with a 10 point deduction on the first calendar day (Monday) after it is due, 20 point deduction on second day, 30 point deduction on the third day, 40 point deduction on the fourth day and 50 point deduction on the fifth day. Papers turned in after the fifth day will not be accepted. Grade will be zero. Additional mistakes will be subtracted from the percent deduction. After the deadline of one week, submissions will not be accepted, and your grade will be zero.

Regarding the discussion questions and participation responses (which have the same due date), no late submissions will be accepted. Your score will be zero. This is due to the fact that late submissions do not allow your classmates to see your response and do not allow them to respond to it if they so choose.

Interaction Online

Netiquette: Combining the words Internet and etiquette, this term is basically saying be respectful and courteous in your postings and interactions with others online. Be open-minded. If you find yourself disagreeing with a classmates' opinion or perspective, make sure your response to them is constructive and respectful. Before you submit/post anything read it one more time to determine whether the content, language and even tone (such as all caps) can be construed as offensive or cyber bullying (such as insulting, harassing, trying to exclude someone, or targeting someone inviting others to attack or make fun of the person). In other words, don't make it personal.

Essentially, you navigate your way through this course using Canvas. All assignments are submitted through Canvas.

Course Approach:

Fundamental to the approach of course is that the students are prepared, well-organized, and can follow directions. This is an expectation of site supervisors for practicum and internship. Students who are not prepared, well-organized, and do not follow directions do not last, and reflect negatively on the program.

Thus, for this course, there are specific word requirements, directions, instructions, format, and structure you are expected to follow. Other than not answering the question correctly, turning in your paper late, and not doing the assignments, not following requirements, directions,

instructions, format, and structure is the primary source of deduction of points. The specific word requirements, directions, instructions, format, and structure you are expected to follow for each assignment are found in each of the respective Canvas weekly modules. Thus, the word requirements, directions, instructions, format, and structure are focused on, aside from learning and applying material, being prepared, well-organized, and following directions.

This course incorporates several experiential assignments, Marianist Characteristics/Values linked, which require you to engage in physical activity/movement. You will be practicing the Five Animals Frolic Qigong for 21 straight days keeping/writing a journal and writing an analysis of your experience. You will be writing and following a foundational Personal Stress Management Program (PSMP) example. You will implement your PSMP for two weeks analyzing each individual week and then analyzing/comparing the results across Week 1 and Week 2. The specific word requirement, instructions, format, and structure for these assignments can be found on the weekly Canvas modules.

Given that this class will require you to engage in physical activity/movement, if you have a pre-existing medical condition/challenge that would prevent or compromise you from completing these physical activity/movement requirements of this class then you should contact your health care provider, contact me and, if you need accommodations, the ADA office ASAP. **See disability sections below.**

There are six weekly discussion questions distributed over the 10 weeks. You will submit a response to the weekly discussion question and reply (participation response) to two of your classmate's response to the weekly discussion questions each week. The specific word requirement, instructions, structure and format for this assignment can be found in the Canvas Week 1 module for this assignment and on the Canvas Home Page.

There is an American Counseling Association (ACA) Ethics paper covering Self-Care and Self-Monitoring. You will be utilizing the data from your weekly PSMP analyses and other relevant material that you select to answer a set of specific questions. You will use the exact form, found in the Canvas weekly module for this assignment, that is provided to answer the specific questions. The specific word requirement, instructions, format, and structure for these assignments can be found on the weekly Canvas module for this assignment.

Your final assignment will be your paper analyzing a series of quotes from the Buddhist, Confucian, and Daoist traditions found in the text for this course. The specific word requirement, instructions, format, and structure can be found on the weekly Canvas module for this assignment.

Self-Reflections

The Open Discussion Forum and the Discussion Questions reflect the importance of the Marianist **Educational Value/Characteristic of Educate in Family Spirit**. It states *the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building*. This interactive and supportive environment is fundamental to the counseling profession, stress management and to your health.

Some people may feel uncomfortable by some of the material in the course. Historically, this has been primarily the incorporation of Buddhist, Confucian, Daoist and Hindu perspectives and techniques such as meditation, Qigong, and Yoga. We want to make sure to follow these ground rules:

Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, 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 addition, acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.

Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the 6 discussion questions for this course and for the Open Discussion Forum. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Technology

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are several free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact Chaminade Help Desk at cstechsupport@chaminade.edu or 735-4855.

MSCP Program Learning Outcomes (PLO)

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Legend

I Introduced Foundational exposure to the PLO; concepts and skills are presented for the first time.

R Reinforced Continued practice and deeper engagement; competencies are strengthened across multiple contexts.

M Mastered Independent, integrated application of the PLO in supervised professional practice.

A Assessment Formal program-level assessment of the PLO is conducted (often combined with Mastery as M/A).

PLO 1 PLO 2 PLO 3 PLO 4

R R R

Course Learn Outcomes/Assessment

1. **Declarative Knowledge:** Students will identify core counseling theories, principles, concepts, techniques and facts in the field of health, stress management, and counseling via a multiple-choice midterm and final exam. **(PLO 2) R.**
2. **Procedural/Performance Knowledge:** Students will identify the relationship between adaptation and change and the counseling process in the field of health, stress management, and counseling via writing a paper on 1) Your own Personal Stress Management Program (PSMP), 2) your weekly PSMP analyses, 3) your ACA Ethical Guidelines Self-Care and Self-Monitoring analysis, 4) analyzing Buddhist, Daoist, and/or Confucian quotes and how they are relevant to/beneficial to the field of Health, Stress Management, and Counseling for both the counselor's and client's health and well-being, 5) 5 Animals Frolic Journal/Analysis, 6) and 6 Discussion Questions **(PLO 1, 2, 3) R.**

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	X	X		
PLOs	X	X		
Native Hawaiian Values		X		

Assignments

Five Animals Frolic Paper. See Canvas Week 1 module for instructions, requirements, format and structure regarding Journal and Analysis. **40 points.**

Personal Stress Management Program (PSMP). See Canvas Week 1 module for instructions, requirements, format and structure. **20 points.**

Two weekly PSMP Analyses. See Canvas Week 2 and Week 3 module respectively for instructions, requirements, format and structure. **80 total points** (PSMP Analysis1 = 30 points and PSMP Analysis 2 = 50 points).

Analysis of ACA Ethical Guidelines of 1) section C: Professional Responsibility Introduction and **C.2.g Impairment paper.** See Canvas Week 5 module for instructions, requirements, format and structure. **40 points.**

Mid-term and Final exams. 25 item multiple choice exam. $100 \times 2 = 200$ points. You will have 30 minutes for each exam.

Analysis of Buddhist, Confucian, and Daoist Quotes paper. See Canvas Week 5 module for instructions, requirements, format and structure. **100 points.**

Discussion Question Response and Participation responses. See Canvas Week 1 module for instructions, requirements, format and structure. **$15 \times 6 = 90$ points.**

Total Point = 570

Grades

A = 513 and above

B = 456-512

C = 455 and below

F = 341 and below

Grading

The multiple-choice exams are taken and scored on canvas. The points for the papers and Discussion Questions are determined by the extent to which you 1) follow the directions, requirements, formatting, and structure, 2) follow the examples provided, 3) meet the minimal word requirement (you can write more), 4) staying on topic, clearly addressing and answering the specifics of the assignment, the depth and breadth of your answer, and elaboration of your answer, and 5) turning assignments in on time/not past due date. **Failure to do so results in points being deducted. Always follow the specifics noted in each module.**

The points for your **Response** to the discussion questions are based on 1) the extent to which your response/answer stays focused on clearly answering the specific discussion question, 2) meeting the minimal word count of 150 words for each response, and 3) submitting/posting your response (minimal 150 words) to the discussion question directly to Canvas in a timely manner. Do not post as an attachment. This will make it easier for everyone to see your response. **Failure to do so results in points being deducted.**

Your points for responding (the **Participation Response**) to your classmates' responses to the discussion questions, are based on 1) your response being related to the question, your classmate's response, **showing strong support/reinforcement of your classmate, and strong interaction with your classmate** 2) the inclusion of new ideas or personal perspectives, 3) an indication of what you have learned from their responses, 4) how your interactions can lead to collaboration, 5) how this collaboration supports open communication, establishes trust, and builds a sense of community, and 6) meeting the minimal word count of 150 words for each participation response. To earn full participation credit, you are required to respond to two of your classmates for each weekly discussion question. **Failure to do so results in points being deducted.**

ACA Ethical Guidelines for Self-Care and Self-Monitoring

Given the long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 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 characteristics 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.**

The Quotes assignment along with the PSMP assignments, and the Five Animals Frolic Qigong assignment are directly linked to **Marianist Educational Value/Characteristic of Educate for Formation in Faith** regarding **the importance of understanding and learning from culturally diverse perspectives and practices**. It states, *Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.*

In addition to the **Marianist Educational Value/Characteristic of Educate for Formation in Faith**, The Marianist Educational Value/Characteristic of **Provide an Excellent/Integral Education** focuses on a holistic and integrated approach which is the pattern running through this course, and **The Marianist Educational Value/Characteristic of Educate for Adaptation and Change** which is essentially the core of health, stress management and counseling. All of which are fundamental for this course.

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.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.

- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

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 students' 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>.

Learn more at <https://chaminade.edu/career-services>.

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 Accessibility Services Sign up
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	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	
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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate in Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. **Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.**

Provide an Integral, Quality Education

In the Marianist approach to education, **“excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities.** Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience **fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building.** Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, Peace, and the Integrity of Creation

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999

by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Science

The program you are in is called the Master of Science in Counseling Psychology (MSCP). So, what is science? What is the scientific method? The focus of science is to remove/reduce subjectivity from any conclusion/knowledge claims you put forth about the occurrence of natural events/behavior. It is about reducing/removing false conclusions/explanations about the occurrence of natural events/behavior. It is based in gathering information from your observations. The scientific method is an objective, statistically based, structured approach in how and what **to observe**, gather reliable and valid information, analyze information, generate hypotheses about natural events, test the hypotheses, generate theories that explain why and how the natural events/behavior occurred. It is an ongoing, repetitive process of refinement. Of utmost importance, the scientific method allows other researchers to verify your methodology, evidence, inferences, explanations and

conclusions.

It is important to understand that science deals with probabilities, not certainty. Science does not really prove anything. It is more about what is the most reliable way to explain the natural event or behavior. It is important to understand that science like everything else is subject to change. New evidence may result in new hypotheses, inferences, explanations and conclusions. New approaches derived from new evidence provide new ways to look at and understand natural events and behavior.

Credit Hour Policy

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 anticipated to spend

- 2 hours reading Chapter 12 of course text and instructions for assignment on Canvas module and creating and writing a 1-page structured Personal Stress Management Program(PSMP)
- 15 hours reading Chapter 12 of course text and detailed instructions for assignment on Canvas module, implementing and tracking 18 component PSMP over 7 straight days, and writing (1800 words minimal = 7.2 pages double spaced) PSMP Analysis 1
- 17 hours reading detailed instructions for assignment on Canvas module, implementing and tracking 18 component PSMP over 7 straight days, and writing (2500 words minimal = 10 pages double spaced) PSMP Analysis 2 with comparison between weeks 1 and 2
- 20 hours preparing, implementing, cooling down, and reflecting upon their practice for 21 straight days of the Five Animals Frolic Qigong and writing of structured journal (1500 words minimal = 6 pages double spaced), and structured analysis (1500 words minimal = 6 pages doublespaced)
- 9 hours on reading Discussion Question, reading, reviewing and selection of 2 other students responses to Discussion Question, and writing 6 weekly Discussion Questions responses, each consisting of minimal 150 word responses, and 2 each minimal 150 word participation responses (minimal total words each week = 450)
- 5 hours reading and writing Structured ACA Ethical Guidelines Paper for Self-Care and Self-Monitoring (minimal 1800 words = 7.2 pages)
- 45 hours reading, reviewing, selecting, analyzing 12 quotes from course text, and writing (4000 words minimal = 16 pages double space) paper
- 5 hours studying and taking mid-term exam
- 5 hours studying and taking final exam
- 20 hours of work beyond what is listed here (course readings, viewing videos, reading PPPs,

etc.), averaging 2 hours each week.

Tentative Schedule

WEEK	Topic
10/5	The Paradigm Shift; Life-Style Medicine; Self-Care; Therapeutic Life-Style Changes; Psycho-Educational, Holistic, Integrative Approach to Counseling; Evolutionary Theory Approach: Adapting to Change; Personal Stress Management Program (PSMP) and Weekly PSMP Analysis. Discussion Question Response/Participation Responses (DQ) 1 and PSMP due before midnight on 10/11. Begin 5 Animals Frolic Assignment 10/9 and finish on 10/29. Due 11/1 before midnight
10/12	Evolutionary Theory, Neuroscience, Stress Response Begin PSMP program on 10/12 PSMP Analysis 1 and DQ 2 due before midnight on 10/18
10/19	Daoism, Buddhism, and Confucianism, Meditation PSMP Analysis 2 and DQ 3 due before midnight 10/25
10/26	Cognitive Restructuring, Time Management Both DQ 4 and Five Animals Frolic Paper due before midnight on 11/1
11/2	Interpersonal Relationships, mid-term review
11/9	The mid-term exam , a 25-item multiple choice exam for which you have 30 minutes to complete, is taken, this week (Monday through Sunday) via canvas any day with the due date before 11pm on Sunday 11/15
11/16	Sleep, Exercise ACA Self-Care and Self-Monitor Analysis Paper and DQ 5 due 11/22 before midnight
11/23	Nutrition, Immune system, Analysis of Buddhist/Daoist/Confucian quotes paper and DQ 6 due 11/29 before midnight.
11/30	Stress Management and Counseling, final exam review
12/7	Final Exam The Final Exam, a 25-item multiple choice exam for which you have 30 minutes to complete, is taken this week on Sunday 12/6, Monday 12/7, and Tuesday 12/8. The due date is before 11pm on 12/8.

Specific weekly readings, videos to view, and PowerPoint presentations to review can

be found in the Canvas modules for this course.