



Chaminade
University

School of Applied Psychology

Counseling Psychology

PSY 603 Introduction to Counseling Skills

Kieffer Hall 9 | Credits: 3 | Section: 01-3 | Term: Fall 2026

Instructor Information

Instructor	Taylor Lum
Email	taylor.lum@chaminade.edu
Phone	(808) 735-4793
Office Location	Behavioral Science Room 105D
Office Hours	Tuesday and Thursday 10:00 am to 12:00 pm by appointment
Virtual Office	https://chaminade.zoom.us/j/5904720955
Virtual Office Hours	Tuesdays and Thursdays from 10:00 am to 12:00 pm by appointment

Communication

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

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

School & Department

School	School of Applied Psychology
Location	Behavioral Sciences Building
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

First Benchmark Course PSY-603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

First Benchmark Course:

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

The Counseling Skills Proficiency Record is also used. The minimum score on the Counseling Skills Proficiency Record to pass the course is 20 points. Below 20, the student is assigned a “C” for the course and must retake the course. The student will NOT pass PSY 603 regardless of other scores earned for PSY 603 Intro to Counseling Skills.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctoral school application, etc.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer Hall 9
Meeting Days/Times	Mondays at 5:30 pm to 9:20 pm
Time Commitment	This is a 3-credit hour course requiring approximately 135 clock hours of student engagement, in accordance with the official CUH Credit Hour Policy. Students should expect to devote approximately 13.5 hours per week to this course over the 10-week term. The estimated 135 hours of student engagement include approximately 30 hours of class attendance and participation; 30 hours completing required readings, viewing course materials, and preparing for class; 15 hours preparing for, completing, and reviewing six counseling dyad sessions; 12 hours completing Dyad Skills Documentation Assignments; 10 hours completing two Counselor Competency Reflection Papers; 15 hours completing the Midterm dyad, transcript, presentation, and self-evaluation; 8 hours completing the Overall Process Reflection Paper; and 15 hours preparing for and completing the Final Exam, including the counseling dyad, transcript, case presentation, and video presentation. These hours are estimates and may vary depending on individual student preparation, writing, reflection, and skill-development needs.
Required Materials	Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing. John Wiley & Sons.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). Our Canvas classroom contains the course syllabus, course assignments, and other resources.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of PSY 603, the student will be able to:

1. Professional Counselor Identity and Ethical Practice: 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. Counseling Knowledge and Clinical Skills: 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. Service to the Whole Person and Community Well-Being: 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. Specialized Practice Area Competence: Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 603, the student will be able to:

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

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.

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

Native Hawaiian Values

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

Attendance & In-Class Participation

Attendance Policy

Prompt and consistent attendance is expected and will reflect the MSCP program policies.

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation. Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence. Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course. Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member (also requiring documented verification). Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 10% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.

Unexcused Absences

Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
4. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. Unless otherwise specified, missing one week will drop the student one letter grade.

5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

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

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

Quick Reference — Absence Thresholds:

Course Failure	More than 1 absence — student may receive a failing grade
Late Arrival / Early Departure	Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence

In-Class Participation Expectations

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

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Activities

In-Class Activities

Weekly Video Counseling Dyads:

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

You will have 6 sessions throughout the term. Student in the counselor role will record their counseling session. The client and counselor should both be in the frame when recording sessions. You will submit 7-10-minute clips each week.

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

Homework / Assignments	Counselor Competency Reflection: You will complete 2 reflective essays. Reflections will cover your new understandings that you have gained through videos, reading, assignments, and dyad practice and how it relates to your professional growth through each of the 10 core areas of PDCA-R. This self-assessment should allow you to practice being aware of the insight you have gained, improve your ability to express your ideas and help to explore a range of perspectives, as well as reflect deeply on a few significant aspects and learning points. It will consist of 5-pages reflection, APA format, double spaced, 12 pt font, and 1-inch margins. (25 points each; Total = 50 points) Dyad Skills Documentation Assignments: It will include an Initial/Intake Assessment, Treatment Plan, and Progress Notes (x 2). Templates will be provided. (10 pts each; Total = 60) Mid-Term: The Mid-term will include participating in a dyad session where you'll be recording a follow-up session with your Partner 1 as the client. Role-plays will be 10-15 minutes in length. Additionally, you'll also submit a transcript of the session with identifying the counseling skills that were used in the session, and comment on areas of both strengths and areas of improvements in the session. Students will also reflect on their progress and growth from Week 1, and do a self-evaluation on their ability to demonstrate fundamental skills. Overall Process Reflection Paper: The Overall Process Paper will be a minimum of 5 pages in length, double spaced, 12pt font, Times New Roman or Arial type font, with one-inch margins in APA format. (25 points) Students will reflect on their overall personal learning. The process paper will consist of two parts. 1. Part 1: Articulate your growth from week 1 to week 10 of this course. What did I learn from this class? What were my strengths in this class? What fears do I have in therapy/counseling, and how will I address this? What counseling skills did I utilize in this class? How will I build rapport with my clients, and why is it important? 2. Part 2: Why are the PDCA-R competencies, self- awareness, self-reflection, and humility important as a student in the MSCP program and as a professional counselor? What are my goals moving forward in the MSCP program? Final Exam: The Final Exam will give the student the opportunity to demonstrate their counseling skills. (100 points) You'll be recording a follow-up session with your Partner 2 as the client.
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Late Work	Assignments are due on the dates specified in the course schedule. Late assignments will be penalized 10% per day, unless prior arrangements have been made with the instructor.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Use of AI	Students may use Generative AI tools, such as ChatGPT, to support their learning and creativity. These tools can be helpful for brainstorming, refining ideas, and strengthening understanding. To ensure responsible and ethical use, students must follow the guidelines below: • Any material created with AI must be clearly identified and credited. • AI tools may not be used to complete assignments or projects in place of the student's own work. Students must make meaningful contributions and revisions to anything generated by AI. • All submitted work must reflect the student's own thinking and understanding. Using AI-generated content without proper credit is a form of plagiarism and is not allowed. • Students must explain when and how AI tools were used. This includes naming the tool and describing its role in the assignment.

Final Grades

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

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating

in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, 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'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

Resource	Description	Contact / Website
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 / SafeWords	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.

Wk of	Theme	Topics / Readings	Due before class starts at 5:30 pm
10/5	- Welcome, Introductions, and Course Syllabus Review - Review skills proficiencies	Ch. 1, 2, & 3	
10/12	- Establishing rapport - Fundamental Skills	Ch. 4, 5, & 7	

Wk of	Theme	Topics / Readings	Due before class starts at 5:30 pm
10/19	- Intake - MSE - Dyad Session #1 (Partner 1: Intake Assessment)	Ch. 8 & 9	
10/26	- Directing Towards Action - Diagnosis and Treatment Planning - Dyad Session #2 (Partner 1: Treatment Plan)	Ch.11	Counselor Competency Reflection 1 Dyad Session #1 Video Clip
11/2	Mid-Term Dyad Session #3 (Partner 1: Regular Session)	Ch. 6	Dyad Session #2 Video Clip
11/9	Mid-Term Counseling Skills Proficiency Presentation		Intake Assessment, Treatment Plan, and Progress Note 1 Counseling Skills Proficiency Self-Evaluation, and Reflection
11/16	Dyad Session #4 (Partner 2: Intake Assessment)	Ch. 13, & 14	Mid-Term Dyad Video and Transcript
11/23	Dyad Session #5 (Partner 2: Treatment Plan via Telehealth; will not be meeting in-person for class)		Counselor Competency Reflection 2 Dyad Session #4 Video Clip
11/30	- Crisis Intervention - Dyad Session #6 (Partner 2: Regular Session)	Ch. 10 & 12	Intake Assessment, Treatment Plan, and Progress Note 2 Dyad Session #5 Clip
12/7	Final Exam		Final Exam

Wk of	Theme	Topics / Readings	Due before class starts at 5:30 pm
			Overall Process Reflection Paper