



School of Applied Psychology

Master of Science in Counseling Psychology

PSY 601 Ethical & Professional Issues in Counseling

W 5:30pm-9:20pm | Credits: 3 | Section: 601-01-3 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
Email	sheena.galutira@chaminade.edu
Phone	808-739-8557
Office Location	Behavioral Science Building 106
Office Hours	Tuesdays 11am to 2pm or by appointment
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

Note: It is a program requirement that all students in PSY-601 obtain membership in a professional organization to be maintained throughout their time in the program.

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

Course Snapshot

Modality	Face-to-Face
Meeting Location	Behavioral Science Building 101
Meeting Days/Times	Wednesday 5:30pm to 9:20pm
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 course are expected to spend 30 hours online/in-person on the learning management system, 10.5 hours in writing response papers and discussion response posts, 8 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 8 hours studying for the final exam. There will be an additional 58.5 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.
Required Materials	Corey, G., Corey, M.S., and Corey, C. <i>Issues and ethics in the helping professions</i> . (11th Ed.). Belmont, CA.: Brooks/Cole. 2024.
Recommended Items	• American Counseling Association (ACA): www.counseling.org • American Psychological Association (APA): www.apa.org • American Association for Marriage and Family Therapists (AAMFT): www.aamft.org • American School Counselor Association (ASCA): www.schoolcounselor.org • National Board of Certified Counselors (NBCC): www.nbcc.org • Hawaii Teachers Standards Board (HTSB): www.htsb.org • Hawaii Dept. of Commerce & Consumer Affairs: Professional and Vocational Licensing (DCCA): hawaii.gov/dcca/pvl/programs • So you have an Ethical Dilemma?: https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2 • American Counseling Association Practitioner's Guide to Ethical Decision Making: https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c_10 • Model Code of Ethics for Educators (MCEE): https://cdn.ymaws.com/www.nasdtdec.net/resource/resmgr/mcee/mcee_2nd_edition_july_2023.d.pdf
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

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.

Course Learning Outcomes (CLOs)

Upon completion of PSY 601, the student will be able to:

1. Evaluate the impact of cultural diversity and cultural humility on ethical decision-making and professional issues in counseling. Reflections, dyads, and essay writing are used to assess this CLO. (PLO 1, PLO 3, PLO 4).
2. Recognize ethical, legal, and professional issues in counseling as regulated by professional counseling organizations, and national standards' functions in the development of professional ethics in the areas of school counseling, mental health counseling, and marriage and family counseling. Multiple exams and reflections are used to assess this CLO. (PLO 1, PLO 3).
3. Demonstrate the scientific method, research, and how these apply to ethical and professional issues in counseling. Research and essay writing are used to assess this CLO. (PLO 1, PLO 3).

American Counseling Association (ACA) Ethical Guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C: Professional Responsibility Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Marianist Values

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.

PSY 601 Ethical and Professional Issues in Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students gain knowledge in ethical and legal issues and apply them to counseling. Ethical dilemmas cover “gray areas” where decision making isn’t polarized. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through weekly dyads, discussions, and assignments, the attributes above will be demonstrated.

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
Marianist Values	2, 3, 4, 5	2, 4, 5	2
PLOs	1, 3, 4	1, 3	1, 3
Native Hawaiian Values	2, 3, 4, 5	2, 4, 5	2
Gen Ed Outcomes(if applicable)			

Attendance & In-Class Participation

Attendance Policy

Please inform the instructor if you will be late, absent, or need to leave class early. Informing the instructor ahead of time can help with any necessary accommodations for assignments.

Quick Reference — Absence Thresholds:

Excused Absence

e.g., illness with documentation, family emergency, University-sponsored activity

Unexcused Absence	If you miss more than one class, without an excused documented absence, you will be given a "C" and you must retake the class. (This is graduate programs policy.) e.g., any absence not pre-approved or documented
Warning Threshold	e.g., 1 unexcused absence — instructor may notify student
Grade Penalty	If you miss more than one class, without an excused documented absence, you will be given a "C" and you must retake the class. (This is graduate programs policy.)
Course Failure	e.g., More than 1 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Please inform the instructor

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.

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

In order to have informed weekly discussions, students must complete the readings prior to any discussions. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Please be respectful and do not personally attack your peers. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, and we must be able to discuss our differences in a respectful manner.

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

Course Activities

In-Class Activities	In-class discussions
Homework / Assignments	Video reflections, papers, and class participation
Quizzes / Exams	Multiple-choice midterm and final exams
Projects	Biopsychosocial-Spiritual Model

Assignments, Presentations, and Papers	Description	Points
Proof of Liability Insurance	It is a program requirement that all students in PSY 601 obtain membership in a professional organization for liability insurance to be maintained throughout their time in the program. Although some of you have already submitted your Professional Organization Membership in order to register, it is a requirement to have proof of insurance for PSY 601. 50% of your total points will be deducted if proof of insurance is not submitted.	5 points
Credentials & Licenses Quiz	Answer the following questions: 1. What is a credential? 2. What is a license? 3. What is a provisional/associate license? 4. How do you obtain a provisional/associate license? 5. How do you become a Licensed Mental Health Counselor (LMHC) (aka. Licensed Professional Counselor) in the State of Hawaii? 6. How do you become a Licensed Marriage and Family Therapist (LMFT) in the State of Hawaii? 7. How do you become a Licensed K-12 School Counselor in the State of Hawaii? 8. What are the requirements to obtain a Certified Substance Abuse Counselor (CSAC) credential? 9. What are the requirements to be a Nationally Certified Counselor (NCC)? 10. Review and paste a link to the code of ethics for the following associations: • American Counseling Association - American Association for Marriage & Family Therapy - American School Counseling Association & The Hawaii Teacher's Standard's Board Model Code of Ethics for Educators	25 pts

Weekly Prompts	Each week each student will prepare 1-2 prompts to facilitate discussion based on the chapter(s) and/or video(s) assigned for the week. The prompts will be used to stimulate discussions on topics such as ethical decision making, cultural humility, counselor development, social issues, issues in the helping professions, etc. as it pertains to the week's chapter. Please bring your prompts to class and be prepared to engage in discussion with the class. The discussions will provide students the opportunity to reflect and analyze alternatives, consequences, and ethical decision making as it might apply to clients and their situations. This exercise helps students develop empathy and humility. In order to receive full credit for Weekly Prompts, students will also engage in the chapter discussion for the week. Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. *The prompts must be submitted to Canvas prior to the start of class.	75 points
Video Reflections	Each student will present their findings to the class on the date specified in the course syllabus. The presentation should be approximately 5 minutes in length and be a summary of the capstone project paper. Presentations can include any visuals appropriate to your capstone project paper which could include slides, graphs, photos, etc. Pick a method that works best for you.	30 (6 @ 5 pts each)
Chapter Discussion and Facilitation	Chapter discussion and facilitation will be due on the week reflected in the syllabus. Students will be responsible for facilitating and engaging class discussion(s) on the chapter(s) in the Issues and Ethics in the Helping Professions (10th. ed.) textbook. Prior to the beginning of the chapter discussion(s), the student will choose one of the week's chapters to set up and initiate a role-play scenario for the class to experience. These role-plays can be a pre- recorded video demonstrating an ethical dilemma or a scenario assignment worked through as a group. The role-play should provide a close- to- real experience for the students role-playing as the counselor. This role-play should provoke an ethical dilemma that is relevant to the chapter discussion. Each role-play should be approximately 3-5 minutes and should be done in such a way that each participant's part is well defined; the situation is well defined; the ethical dilemma is well defined; and the role-play should conclude with the counselor having to make an ethical decision. Students will also debrief on the role-play and ethical dilemma. The chapter discussion(s) can include the following: • What issues were brought up in this chapter?	50 pts (25 pts facilitation, 25 pts discussion)

	• What questions or wonderings about the chapter content do you have? • Can the concepts in the chapter be applied to all cultures? • What are some “gray” areas of the chapter and what do those “gray” areas mean as a professional counselor? • What are your personal thoughts/reflection on the chapter? • Were any key theories introduced in this chapter and what makes them key for the helping professions? • What laws would be applicable to your chapter’s topic(s) and how would ethical dilemmas make ethics and law complicated? • Optional: create and implement an exercise that will involve the class to ensure knowledge retention from your chapter discussion. Some examples would be a quiz, a game, a debate, etc.... Your chapter discussion and facilitation should be approximately 45 minutes. <u>In addition, you will provide your peers with a one-page “study guide” on your chapter(s).</u>	
Self- Awareness and Mental Health Professionals Reflection Paper	The students will practice on becoming more self- aware about understanding of how their own needs, successes, failures, habits, morals, and values etc. that makes them who they are. Through the Padlet exercise, reading journal articles, and self-reflective practices the students will write a reflective essay to become more conscious about their thoughts and actions and how it relates to the helping professions, their development as a counselor, and ethical decision making. The reflection paper will be 3-4 pages in length not including the cover page. The paper will include a cover page in APA format.	25 pts
Biopsychosocial -Spiritual Model and Ethics	Students will choose a minority population from a list provided on the first day of class. <u>Students will work as a group of 2 or more.</u> Students will research and conduct a literature review on how understanding the biopsychosocial-spiritual model, as it relates to their chosen minority population, contributes to counselor cultural humility and ethical decision making. Students will look into various perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, intersectionality, etc. Based on the students’ findings, students will develop and write an ethical dilemma case study, preferably in their discipline path, write a report, and present their findings. <u>Presentations should include:</u> • Case study ○ The case studies will be a made up written scenario with an ethical dilemma that the student develops. See textbook for examples. ○ After the case study start another paragraph and debrief by working through the Ethical Decision Making Model. • Role-play of an ethical dilemma based on the developed case study • Brief background of minority population	166 pts (Written – 100pts Presentation – 50pts Case study – 15pts)

- Biopsychosocial-spiritual model of minority population
- Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, and intersectionality.
- Counselor competencies for working with minority population
- Related ethical codes and standards, and the Marianist values
- Possible ethical dilemmas and/or “gray areas” for working with minority population
- Importance of cultural humility and ethical decision making with chosen minority population
- Personal reflection

Presentations will be approximately 15-25 minutes not including the role-play. The role-play will be approximately 3-5 minutes in length and must be role-played with your partner. YouTube videos, and movie clips will *not* be counted as role-play. The role-play with student pairs can be pre-recorded.

Presentations will be due on the date specified on the syllabus.

In addition to the presentation, students will submit a written paper, in APA format, the findings of their research. A minimum of **five (5) credible sources** showing empirical evidence of the effectiveness of the researched cultural and ethical approaches is required. Papers should be at minimum 12 full pages not including the title page and works cited, in 12 point Times New Roman or Arial type of font with one-inch margins, and double spaced.

The written paper will report detailed findings of students’ research and literature review. **The paper should include:**

- Biopsychosocial-spiritual model of minority population
- Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, intersectionality, etc.
- Counselor competencies for working with minority population
- Related ethical codes and standards, and the Marianist values
- Possible ethical dilemmas and/or “gray areas”
- Importance of cultural humility and ethical decision making with chosen minority population
- Personal reflection

APA formatting tutorial:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

The Purdue Owl:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Info on Biopsychosocial-Spiritual Model:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/>

This assignment has a total of 3 components:

	• Written case study • Presentation Written report	
Midterm Exam	The midterm exam is a timed multiple-choice exam covering chapters 1-7. LockDown Browser software is required to take the exam. Please install the LockDown Browser before attempting to take the exam. Allow yourself some time to set this up. See instructions on Canvas.	100 pts
Final Exam	The final exam is a comprehensive timed multiple-choice exam. LockDown Browser software is required to take the exam. See instructions on Canvas.	200 pts

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction from your earned grade for the assignment. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

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

<u>Assignment</u>	<u>Points</u>
Proof of Liability Insurance*	5
Credentials & Licenses Quiz	25
Weekly Prompts	60 (6 @ 5 pts prompt & 5 pts participation in discussion)
Video Reflections	30 (6 @ 5 pts each)
Chapter Presentations	50 (25 pts facilitation, 25 pts discussion)
Biopsychosocial-Spiritual Model and Ethics	165 (100pts written, 50pts presentation, 15pts case study)
Self-Awareness Reflection Paper	25
Mid-term	100
<u>Final Exam</u>	<u>100</u>
Total Points = 560	

Grade	Range
A	90% and above

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

Weekly Course Schedule

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

Week	Focus & Learning Objectives	Readings	Due
Week 1	- Welcome, Introductions, Course Syllabus review, navigating Canvas - Chapter and Minority Population Sign Ups - Chapter 1 Overview - Biopsychosocial-Spiritual Model and Other Perspectives - Self-Assessment pg. 24- 32 (Optional on own)	Chapter 1	Sign Up for Chapter Presentation Sign Up for Minority Population
Week 2	- Credentials & Licenses - Self-Awareness	The Importance of Self-Awareness Self-Care: An Ethical Imperative	Credentials & Licenses Quiz Due
Week 3	- Video Reflection 1 Discussion - Dyad 1 & Practice Ethical Decision Making - Chapter 2: The Counselor as a Person and as a Professional - Chapter 3: Values and the Helping Relationship - Weekly Reflection Prompts and Class Participation	Chapters 2-3	Self-Awareness Reflection Paper Due Weekly Prompt 1 Video Reflections 1
Week 4	- Video Reflection 2 Discussion - Dyad 2 & Practice Ethical Decision Making - Chapter 4: Multicultural Perspectives and Diversity Issues - Chapter 5: Client Rights and Counselor Responsibilities - Weekly Reflection Prompts and Class Participation	Chapters 4-5	Weekly Prompt 2 Video Reflections 2
Week 5	- Video Reflection 3 Discussion - Dyad 3 & Practice Ethical Decision Making - Chapter 6: Confidentiality: Ethical and Legal Issues - Chapter 7: Managing Boundaries and Multiple Relationships - Weekly Reflection Prompts and Class Participation	Chapters 6-7	Weekly Prompt 3 Video Reflections 3
Week 6	Midterm Examination (Chapters 1 – 7)		Midterm Examination Proof of Liability Insurance
Week 7	- Video Reflection 4 Discussion - Dyad 4 & Practice Ethical Decision Making - Chapter 8: Professional Competence and Training - Chapter 9: Ethical Issues in Supervision - Chapter 10: Issues in Theory and Practice	Chapters 8-10	Weekly Prompt 4 Video Reflections 4

Week	Focus & Learning Objectives	Readings	Due
Week 8	• Video Reflection 5 Discussion • Dyad 5 & Practice Ethical Decision Making • Chapter 11: Ethical Issues in Couples and Family Therapy • Chapter 12: Ethical Issues in Group Work • Chapter 13: Community and Social Justice Perspectives	Chapters 11-13	Weekly Prompt 5 Video Reflections 5
Week 9	• Presentation: Biopsychosocial-Spiritual Model Project • Case Study		Weekly Prompt 6 Video Reflections 6 Biopsychosocial-Spiritual Model Presentation
Week 10	• Revisit Self-Assessment pg. 24- 32 (Optional on own) • Final Examination (Chapters 1 – 13)		Biopsychosocial-Spiritual Model and Ethics Paper Due Final Exam