School of Family Sciences
Department of Psychology

PSY 406 FLEX Counseling Psychology

Online Asynchronous | Credits: 3 | Section: FLEX | Term: Refer to Self-Service

Instructor Information

Instructor	**Blendine P. Hawkins, Ph.D., LMFT** Associate Professor of Psychology Director, Masters and Doctor in Marriage & Family Therapy I teach across the undergraduate, master's, and doctoral levels.
Email	blendine.hawkins@chaminade.edu
Phone	808-739-7495
Office Location	Behavioral Sciences 112
Virtual Office	https://chaminade.zoom.us/j/92777444436
Virtual Office Hours	Mondays 12:00 pm – 1:30 pm (except for holidays)

Communication

The primary communication method is email (blendine.hawkins@chaminade.edu). I will respond within 48 hours during the regular work week; responses may take longer on weekends and public/state holidays. Online, in-person, and phone conferences can be arranged.

School & Department

School	School of Applied Psychology
Location	Behavioral Science, 115
Phone	(808) 735-4720
Questions?	Contact your Undergraduate Psychology Director or Program Manager

Course Description & Materials

Catalog Description

This course presents counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Course Overview: This course allows the student an opportunity to obtain an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors. The purpose of this course is to have the student gain an overview of the counseling profession through readings, experiential activities, and site visits. By the end of the course the student will have a clear understanding of what

it entails to be a counselor and be able to distinguish a counselor from related mental health professions. In addition, the student will begin to see themselves as having taken their first step toward being a professional counselor.

Course Snapshot

Modality	Online Asynchronous (Flex model; self-paced within the 10-week term)
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend approximately 40 hours on assigned readings and videos, 30 hours on Theory Application Activities, 8 hours participating in Communities of Practice, 2 hours on the Pre-Quiz and student introductions, 30 hours researching and writing the Case Study Paper, 15 hours preparing the Role-play Presentation, and 10 hours preparing for and taking the cumulative exam.
Required Materials	Corey, G. (2017). *Theory & Practice of Counseling & Psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN: 978-1-305-26372-7.
Recommended Items	Reliable internet connection and a computer or device with audio and video capability, plus speakers or headphones. You will need to listen to audio (mp3), watch videos (mp4), stream online videos, and read .pdf files; free software is available online. If you need help locating software, contact me or the Chaminade IT Help Desk (helpdesk@chaminade.edu, (808) 735-4855).
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Course modules, readings, videos, announcements, assignment submissions, discussions, and grades are all in Canvas. Descriptions of all assignments, along with scoring rubrics, are available on the course Canvas page.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Identify key concepts, principles, and overarching themes in psychology.
2. Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

General Education Learning Outcomes (GLOs)

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

1. **Critical Thinking:** Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. **Information Literacy:** Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes: 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1); 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2); 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3); and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

Course Learning Outcomes (CLOs)

Upon completion of PSY 406, the student will be able to:

1. Examine and apply major contemporary counseling theories, methods of assessment, and treatment representative of various empirically validated counseling theories (PLO 1).
2. Evaluate how empirically validated interventions, personal characteristics, professional and ethical issues, and culture impact assessment and treatment of behavioral problems and situational determinants; and how methods of assessment and treatment may be adapted, supplemented, or replaced by professional, ethical, and culturally appropriate assessment and treatment methods (PLO 1, PLO 4).
3. Analyze information from peer-reviewed professional journals and formulate ideas around research to evaluate the efficacy of several psychotherapies (PLO 2, PLO 3).

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 principles 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.

PSY 406 Counseling Psychology is guided by the Marianist educational values of *Educate for Adaptation and Change* and *Educate for Service, Justice and Peace*. Psychology seeks to identify and understand why we do what we do and think what we think, and the field of Counseling Psychology seeks ways to support mental health and wellbeing by building resilience within the individual, family, and ultimately society. These values guide this course through its focus and will be found in the theory application activities, the reflections, and the Final Project.

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 ʻŌlelo Noʻeau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana)**: E ola au i ke akua (ʻŌlelo Noʻeau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Naʻauao)**: Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (ʻOhana)**: ʻIke aku, ʻike mai, kōkua aku kōkua mai (ʻŌlelo Noʻeau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha)**: Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina)**: ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 4, 5	2	2, 3, 4, 5
PLOs	1, 2	3, 4	3
Native Hawaiian Values	2, 4, 5	2	2, 3, 4, 5

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

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

This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines. **Milestone 1 Assignment (Pre-Quiz)** is **due by 11:59 pm on the 14th day of the course**. If this assignment is late, you may be dropped from the class. **Milestone 2 Assignment (Case Study Practice)** is **due by the halfway point of the course**. All other assignments can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Suggested Course Schedule

I recommend following a 10-week schedule, with roughly one module per week. The module guide below can help you plan your own submission dates.

Module	Assignments & Activities
Module 1	**Milestone 1:** Pre-Quiz; Student Introductions
Module 2	Assignment: Apply Psychoanalytic Theory
Module 3	Assignment: Apply Existential Therapy
Module 4	Assignment: Apply Person-Centered Therapy
Module 5	Assignment: Apply Cognitive-Behavioral Therapy; **Milestone 2:** Case Study Practice
Module 6	Assignment: Compare Reality Therapy and Feminist Therapy
Module 7	Assignment: Applying Postmodern Approaches
Module 8	Assignment: Applying Family Systems Therapy
Module 9	Final Exam (cumulative)
Module 10	Assignment: Case Study Final Paper; Assignment: Role-play Video

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.
- 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.

Online Seminar Approach & Ground Rules

We will use an online seminar approach, incorporating class discussions through Canvas and/or Zoom. Students must complete the readings before posting to any discussion; otherwise, the discussions will not be informed ones. Because of the nature of the material, there is likely to be some lively discussion and some disagreement on issues, and some people may feel uncomfortable or upset by some of the material. To support a respectful learning community, please follow these ground rules:

- 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.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated, and no attacks that might be deemed personal should be made on the discussion boards. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences respectfully.

General Participation

Students are responsible for all material posted each week. This course requires a fair amount of reading and video viewing, so plan your study time wisely. Before any class discussion, students are expected to have engaged the material so that they come prepared with questions and reflections, which supports coherent participation. Although specific readings and videos are assigned each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Email Guidelines

- Use your Chaminade email account and always include a subject line.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails; emoticons may be helpful in some cases.
- Use standard fonts. Avoid special formatting such as centering, audio messages, tables, or HTML unless necessary to complete an assignment or other communication.

Community of Practice Communication Guidelines

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet the course learning outcomes.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
  - Email inquiries: response within 48 hours during the regular work week (see Communication policy above)
  - Weekly graded work (discussions, assignments): within 5 school days of the due date
  - Major assessments/projects: within 5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities & Assessment

Activity Type	Examples
Online Activities	Readings and video viewing; experiential activities; Communities of Practice discussions (Canvas and/or Zoom)
Homework / Assignments	Pre-Quiz, Student Introductions, Theory Application Activities, Final Exam
Projects	Case Study Paper; Role-play Presentation (video)

Assessment	Contribution to final grade
Theory Application Activities	40%
Communities of Practice	5%
Exam	15%
Case Study Paper	30%
Role-play Presentation	10%
Total	**100%**

Descriptions of all assignments, along with scoring rubrics, are available on the course Canvas page. All assignments must be submitted online in Canvas. The theory application activities, reflections, and the final project are where the course's Marianist values of *Educate for Adaptation and Change* and *Educate for Service, Justice and Peace* will be most visible.

Course Policies

Late Work	This is a self-paced Flex course, so most assignments may be turned in at your convenience, but all work is due before your course section ends (confirm the end date in Self-Service). Milestone 1 (Pre-Quiz) is a firm deadline; if it is late, you may be dropped from the class. Milestone 2 (Case Study Practice) is also a firm deadline. If circumstances interfere with a deadline, contact me as early as possible. Late work and extensions are considered at my discretion and should be requested **before the deadline** whenever circumstances reasonably permit.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	If you are unable to complete the course due to circumstances beyond your control, I will consider offering a grade of "Incomplete." An Incomplete is not automatic. If granted, it provides you with 90 days beyond the end of the term to complete all outstanding course requirements. A grade of "Incomplete" must be discussed with me **before the end of the term**; if you do not contact me by then to discuss the possibility of an Incomplete, you will be awarded the grade you have earned to that point.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

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

Letter Grade Definitions

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's work in the course as weighted above. They are interpreted as follows:

- **A** — Outstanding scholarship and an unusual degree of intellectual initiative
- **B** — Superior work done in a consistent and intellectual manner
- **C** — Average grade indicating a competent grasp of subject matter
- **D** — Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- **F** — Failed to grasp the minimum subject matter; no credit given

Writing Standards & Citations

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources, and correctly acknowledge the sources of borrowed material to avoid plagiarism (see Academic Honesty).

Citations and References

Any assignment that includes cited research should include a Reference page listing your full sources. Use APA format (Times New Roman 12-pt font, double-spaced, with hanging indentation). Examples:

Book: Berger, P. L., & Luckmann, T. (1966). *The social construction of reality*. Harmondsworth, UK: Penguin.

Article: Goldsmith, D., & Baxter, L. A. (1996). Constituting relationships in talk: A taxonomy of speech events in social and personal relationships. *Human Communication Research, 23*, 87–114.

Chapter in an edited book: Hardy, K. V. (2008). Race, reality, and relationships: Implications for the re-visioning of family therapy. In M. McGoldrick & K. V. Hardy (Eds.), *Revisioning family therapy: Race, culture, and gender in clinical practice* (pp. 76–84). New York, NY: The Guilford Press.

Note the year of publication, the authors' last names and initials, the parentheses, the italicization of the source (book or journal title), and when page numbers are needed.

- Cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, use quotation marks and, in parentheses, note the author's last name, year of publication, and the page from which you took the quote.
- Example of a direct quote: "Past research has indicated that 'becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other'" (Hawkins, 2016, p. 121).
- If you paraphrase or report on what you have read of someone's publication, use the parentheses but omit the page number. Always use the (Author, Year) format.
- Refer to the *Publication Manual of the American Psychological Association* (7th ed.) for APA formatting requirements. The Purdue OWL (owl.purdue.edu) can also be helpful.

Course Resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about a research topic of your choosing.
Val Coleman, Librarian — vcoleman@chaminade.edu, 808-739-4661	Available to assist with literature searches as well as answer questions regarding research.
The Purdue OWL — owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl — quickanddirtytips.com/grammar-girl	Short, friendly tips to improve your writing.

Technical Assistance for Canvas Users

- Search for help on specific topics or get tips in the Canvas Student Guides.
- Live chat with Canvas Support for students (available from the Help menu in Canvas).
- Canvas Support Hotline for students: +1-833-209-6111.
- Contact the Chaminade IT Help Desk for technical issues: helpdesk@chaminade.edu or (808) 735-4855.

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' 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 individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://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

Resource	Description	Contact / Website
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