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Chaminade University
Psychology 406, Section 01, Guidance and Counseling
Spring, 1999

Instructor: Patrick Uchigakiuchi, M.A.
Time: Tuesday/Thursday, 11:00-12:30 PM
Classroom: Eiben 207
Office: Kieffer Hall, Room 12, Faculty Office M
Office Hrs: Tu/Th, 1-2 PM
 W/Th, 4:30-5:30 PM, or by appointment
Phone: 739-4604
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Text: Introduction to Counseling and Guidance (5th Ed.) R. L. Gibson & M. H. Mitchell

Course Description:

This course provides an overview of the major counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student the opportunity to explore helping strategies and begin to develop a philosophy of counseling. The class focuses on the practical applications of major counseling approaches with an emphasis on demonstration and participation as learning experiences. Major issues related to evaluating the effects of psychotherapies, efficacy across various populations, and relationship of specific psychotherapies to the assessment process are also covered. Classes will consist of lecture/discussions on important issues in the profession and practice of counseling. Classroom activities will also include examining and experiencing important assessment and counseling skills and techniques.

Course Objectives:

1. Students will increase their understanding of major contemporary counseling theories.
2. Students will increase their knowledge and skills in counseling methods representative of the various counseling theories.
3. Students will increase their understanding of how major counseling theories are integrated into assessment instruments and treatment protocols of behavioral problems.
4. Students will begin to develop a counseling orientation based on empirically validated interventions, personal characteristics, and important client and situational determinants.
4. Students will increase their understanding of the professional and ethical issues involved in the counseling profession.
5. Students will increase their abilities to think critically, communicate effectively, and problem solve in the process of evaluating the efficacy of psychotherapies.

Course Requirements:

1. Essay: This is a 8-10 page research paper (double spaced) on one of the following psychotherapies:

- Behavioral therapy
- Cognitive or Cognitive-behavioral therapy
- Psychoanalysis
- Person-centered therapy
- Family systems therapy
- Brief or solution-focused therapy
- Other therapy with instructor's approval

The paper will address specific issues as outlined in the handout, and will be based on readings from our text as well as at least five references from professional journals or books. References must come from the list of journals attached to this syllabus or journals approved by the instructor. Books and book chapters are also acceptable references. The paper will be written in APA format (guidelines handed out in class).

2. Class presentation (group presentation). Details on presentation will be discussed in class.
3. In-class written assignments. These consist of brief written assignments related to the topic discussed during the class period. Assignments may be given as either individual or group tasks.
4. Mid-term exam (multiple choice test items and essay format).
5. Final exam (multiple choice test items and essay format).

Grading:

	<u>Points</u>
8-10 page paper	25
In-class written assignments (group and individual)	25
Class presentation	15
Mid-term exam (essay format)	15
Final exam (essay format)	<u>20</u>
Total	100

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Course Outline and Calendar

<u>Date</u>	<u>Topics</u>	<u>Readings from textbook</u>
1/12	Introduction	Chapters 1 and 15
1/14	Ethical Issues in the Helping Profession	Chapter 15
1/19	Ethical Issues in the Helping Profession	Chapter 15
1/21	Ethical Issues in the Helping Profession	Chapter 15
1/26	Ethical Issues in the Helping Profession	Chapter 15
1/28	Introduction to Counseling Theories	Chapters 2, 3 and 4,
2/2	Introduction to Counseling Theories	Chapters 2, 3 and 4
2/4	Behavior Therapy	Chapter 5, Handout
2/9	Behavior Therapy	Chapter 5, Handout
2/11	Behavior Therapy	Chapter 5, Handout
2/16	Cognitive Therapy	Chapter 5, Handout
2/18	Cognitive Therapy	Chapter 5, Handout
2/23	Cognitive Therapy	Chapter 5, Handout
2/25	Multimodal Therapy	Chapter 5, Handout
3/2	Multimodal Therapy	Chapter 5, Handout
3/4	MID-TERM EXAM	
3/9	Brief or Solution Focused Therapy	Handout
3/11	Brief or Solution Focused Therapy	Handout
3/16	Family Systems Therapy	Handout
3/18	Family Systems Therapy	Handout

3/30	Group Therapy	Chapter 7
4/1	Group Therapy	Chapter 7
4/6	Assessment Issues	Chapter 9
4/8	Assessment Issues	Chapter 9
4/13	Multicultural Counseling Issues	Chapter 6
4/15	Multicultural Counseling Issues	Chapter 6
4/20	Career Counseling	Chapter 10
4/22	Career Counseling	Chapter 10
4/27	Prevention and Wellness	Chapter 12
4/29	Prevention and Wellness	Chapter 12
5/5	Final Exam, 8-10 AM	

Service Learning Syllabus

Purpose:

Service learning involves students volunteering in a community agency or program in which the volunteer activities are directly related to the course content. The objective is to relate the academic content with real life situations and experiences in the community in order to enhance learning beyond the classroom and campus. Through the service learning experience, the student will learn to make connections between community work and course content. By reflecting on their service learning experiences as they relate to course content, students will enhance their critical thinking skills, examine their values, and develop civic responsibility.

Sites:

Kid's Kitchen Community Service Project, Palolo Elementary School
After School Tutorial Program, Prince Jonah Kuhio Elementary School

Service Learning requirements:

1. Volunteer at least one hour per week until the end of the semester. Starting date will be determined by the schedule you work out with the site. If you miss one week, you need to make up that hour during another week within the semester. Attendance will be monitored by the site supervisor.
2. You must submit a weekly journal (due every Tuesday, content should pertain to the previous week's experience) in which you reflect on the personal meaning of your service while also relating course content with your volunteer experiences. The format for these weekly journals will be "semi-structured" in that you will receive specific items to respond to from the instructor in addition to more open-ended questions on your experience.

Grading:

1. Students' grades will be based on requirements outlined in the course syllabus with the exception that for students involved in the service learning activity weekly journals will take the place of the research paper (maximum 25 points). Grading for the journals will be based on timely submission of journals, thoughtful responses to all items, and your ability to relate your experiences to the course content.