

SD '00
PM

Chaminade University
Psychology 406, Section 01, Guidance and Counseling
Spring, 2000

Instructor: Patrick Uchigakiuchi, M.A.
Time: M/W/F, 11:00-11:50 AM
Classroom: Henry 227
Office: Kieffer Hall, Room 12, Faculty Office M
Office Hrs: Monday 9-11 AM, Wednesday 4:30-5:30 PM, or by appointment
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Text: Introduction to the Profession of Counseling (3rd Ed.) Frank A. Nugent
(additional reading: handouts from instructor)

Course Description:

This course utilizes a problem-based learning method to introduce and explore different counseling approaches and techniques used in the counseling profession. The course combines experiential and didactic instruction while focusing on the practical applications of major counseling approaches. 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. Group Project (see Appendix B)
2. In-class group presentations (see Appendix C). All in-class presentations must be typed and submitted to the instructor following the class presentation. Names of the group members should be included as part of the report.
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. 2 Mid-term exams (multiple choice test items and essay format).

Grading:

<u>Assignment</u>	<u>Points</u>
Group Project Write-up	50
Group Presentations (5)	50
In-class written assignments (10)	60
2 Mid-term exams (oral/group format)	<u>40</u>
Total	200

A = 180-200

B = 160-179

C = 140-159

D = 120-139

F = 119 and below

Course Outline and Calendar

Date	Topics	Readings from textbook
1/19	Introduction	Chapter 1
1/21	NO CLASS: Founder's Day Mass and Spiritual Convocation	
1/24	Site Visitations	
1/26	Site Visitations	
1/28	Site Visitations	
1/31	Group Presentation #1: Student presentations on site visitations In-Class Written Assignment #1—Site Visitation	
2/2	Lab: Group Project planning session with instructor In-Class Written Assignment #2—Project idea	
2/4	Lab: Research Skills with "PsychLit" and "ProQuest" database (meet in Library)	
2/7	Lecture/Discussion on Professional, Ethical and Legal issues	Chapter 3, Appendix A
2/9	In-Class Written Assignment #2: Ethical issues	
2/11	Field research: Hamilton Library; field site visit (optional) Group Project planning session with instructor (optional)	
2/14	Lecture/Discussion: Counseling Theories In-Class Written Assignment #3—Printout of PsychLit abstracts Lab: Group Project planning session with instructor	Chapter 5
2/16	Lecture/Discussion: Counseling Theories Lab: Group Project planning session with instructor	
2/18	Field Research: Hamilton Library; field site (optional) Group Project planning session with instructor (optional)	

<u>Date</u>	<u>Topics</u>	<u>Readings from textbook</u>
2/21	HOLIDAY (President's Day)	
2/23	Counseling Theories	
2/25	Lab: Preparation for Group Presentation (PowerPoint)	
2/28	Group Presentation #2: Theoretical orientation In-Class Written Assignment #4—Submit <u>5</u> articles/chapters related to theory)	
3/1	Lecture/Discussion: Assessment	Chapter 6
3/3	Skill Building: Assessment Lab: Group Project planning session with instructor	
3/6	In-Class Written Assignment #5: Assessment Lab: Group Project planning session with instructor	
3/8	Assessment Lab: Preparation for Group Presentation	
3/10	Group Presentation #3: Assessment In-Class Written Assignment #6—Submit <u>3</u> articles/chapters related to assessment	
3/13	Mid-term #1: Counseling Theories and Assessment	
3/15	Lecture/Discussion: Individual Counseling	Chapters 8, 9
3/17	Field Research: Hamilton Library; field site (optional) Group Project planning session with instructor (optional)	
3/20	Lecture/Discussion: Individual Counseling	
3/22	Individual Counseling	
3/24	Individual Counseling In-Class Written Assignment #7	

<u>Date</u>	<u>Topics</u>	<u>Readings from textbook</u>
4/3	Individual Counseling In-Class Written Assignment #8	
4/5	Lecture/Discussion: Group Counseling	Chapter 11
4/7	Group Counseling Lab: Group Project planning session with instructor	
4/10	Group Meeting with Instructor Lab: Group Project planning session with instructor	
4/12	Group counseling	
4/14	Group Presentation #4: Counseling Intervention In-Class Written Assignment #9—Submit <u>5</u> articles/chapters on Intervention)	
4/17	Group counseling	
4/19	Mid-term Exam #2: Counseling Interventions	
4/21	HOLIDAY (Good Friday)	
4/24	Lecture/Discussion: Multicultural Counseling In-Class Written Assignment #10	Chapter 14
4/26	Lecture/Discussion: Multicultural Counseling Lab: Group Project planning session with instructor	
4/28	Lab: Group Project planning session with instructor	
5/1	Group Presentation #5: Multicultural Counseling	
5/3	Lab: Group Project planning session with instructor	
5/5	Lab: Finalize Group Presentations	
5/10	FINAL (10:30-12:30): Group Project Presentations	

Appendix A
List of Counseling Centers

<u>Agency/Program</u>	<u>Description</u>
Adult Rehab Center, Salvation Army	Adult Male Substance Abuse—Residential
Bobby Benson Center	Youth Substance Abuse—Residential
Catholic Charities	Full Service Mental Health Agency
Child and Family Service	Domestic Violence Programs
CREDO Kaneohe Marine Base	Personal Growth Retreats—Military and Civilians
Chaminade University Counseling Center	Career/Personal Counseling—college students
DH Mental Health; Dual Diagnosis	Mentally Ill with Substance Abuse
TIFFE: Institute for Family Enrichment	Child, Family, Education
Family Peace Center	Domestic Violence Programs
Kalihi YMCA Outreach Program	Alcohol/substance abuse, gangs, at-risk youth
Hale Kipa	Runaway Youths; Emergency and Residential
Hale O Ulu	Alternative School; High Risk Youths
HI Counseling and Education Center	Clinic, Home and School for Youths
Hina Mauka	Substance Abuse, Adult, Residential
Hospice Hawaii	Terminally ill, all ages
Kapiolani Community College	Single parents and homeless
Leeward Community College	Multiple programs for college students
Mary Jane Center	Single, pregnant women, residential
Oahu Youth Correctional Facility	Incarcerated Minors
Open Minds, Hawaii	Anger Management
Pacific Center for PTSD	PTSD due to Abuse/Trauma, all ages
Schofield Drug/ETOH	Military
Susannah Wesley Center	Multiple programs for youth
Variety School	Children with Learning Disability
Castle Medical Center	Acute Psychiatric-Inpatient
St. Francis Hospice	Terminally ill, all ages
TRAC (Transitional Center)	Prepares severely mentally ill for community living
WATCH (Women's Addictions)	Addictions/Dual Diagnosis-Residential
Zero to Three	Special needs/developmental disabilities, children
PACT (Parents and Children Together)	Multiple programs for families
University of Hawaii Counseling Center	Career/Personal Counseling—college students
Any public or private school	School Counseling program
Any psychologist or psychiatrist in private practice working in a clinic	Individual, family, group therapy

Appendix B

Description of Class Project

The purpose of the class project is to utilize an active learner-centered approach as a method of learning the course content.

Project Proposal

Students will be assigned to working groups according to their area of interest. Each group will produce by the end of the semester a project write-up describing a counseling program aimed at a specific population with a clearly defined need for counseling services. The specific details of the proposed counseling program will be based on a review of the literature in which important social needs are identified. All articles, book chapters, and other referenced material (e.g., internet articles) must be approved by the instructor. Articles obtained from the list of professional psychological journals are highly recommended (see **Appendix C**). Appropriate theoretical perspectives are used as the basis for determining the most appropriate counseling methods for addressing the identified need. Methods of assessments and interventions will be recommended based on empirical research findings of the most effective methodologies for the targeted population and the specific psychological problem. Multicultural issues will also be addressed in determining the best counseling approach.

Appendix C

List of Professional Psychological Journals

American Journal of Psychotherapy

Behavior Modification

Behaviour Research and Therapy

Behavior Therapy

Child Development

Child and Family Behavior Therapy

Clinical Psychology Review

Journal of Abnormal Psychology

Journal of Abnormal Child Psychology

Journal of Adolescence

Journal of Applied Behavior Analysis

Journal of Experimental Child Psychology

Journal of the American Academy of Child and Adolescent Psychiatry

Journal of Child Psychology and Psychiatry and Allied Discipline

Journal of Clinical Child Psychology

Journal of Consulting and Clinical Psychology

Journal of Counseling Psychology

Journal of School Psychology

Journal of Special Education

Psychological Bulletin

School Counselor

School Psychology Review

Advances in Clinical Child Psychology