



Master of Science in Counseling Psychology **MSCP 2011 – 2012**



Chaminade  
University  
OF HONOLULU

# **MSCP**

## Master of Science in Counseling Psychology

**T**his catalog serves as an overview of the Master of Science in Counseling Psychology program. The detailed program manual, "Master of Science in Counseling Psychology: Description, Policies, and Procedures", will be sent upon receipt of the application.

### **HISTORY**

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The Master of Science in Counseling Psychology (MSCP) program at Chaminade University of Honolulu (CUH) was developed, based on a 1978 needs assessment survey, to prepare counselors for the community. The MSCP program was designed to be consistent with the humanistic and Marianist Educational Values of Chaminade University. Given the needs assessment and considerable discussion about program structure and logistics, the MSCP program was established in January of 1985 with one emphasis: Human Services (renamed Community Counseling in 2001, renamed Mental Health Counseling in 2011). The MSCP program currently has three emphases: School Counseling, Mental Health Counseling, and Marriage and Family Counseling. The School Counseling emphasis was given provisional approval by the State of Hawaii Department of Education (DOE) in the fall of 1987. *The Chaminade Behavioral Sciences Division Professional Education Unit and the Chaminade Behavioral Sciences division Counseling Psychology Program/School Counseling emphasis were granted full approval by the Hawaii Teacher Standards Board effective January 2010.* The Marriage and Family Counseling emphasis officially began in the Fall of 2000.

### **MARIANIST EDUCATIONAL VALUES**

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Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humil-



ity reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

## 2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## 3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

## 4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

## 5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,

Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

Each of these characteristics is integrated, to varying degrees, in the MSCP courses.

## THE PROGRAM

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The degree of Master of Science in Counseling Psychology is designed to prepare students as counselors in order to work in the community and in the schools in a manner consistent with the Mission and Strategic Plan of Chaminade University, and with the University’s Humanistic, Marianist Educational Values. Chaminade University’s mission and strategic plan offer its students an education in a collaborative learning environment that prepares them for life, work, and service. Essentially, this preparation results in general student learning outcomes relative to assisting children, youth, and adults in adapting, cognitively, emotionally and behaviorally, to various interrelated, interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP program is consistent with Chaminade University’s Strategic Plan. Essentially, the vision is to educate counselors to be successful in the community and, in the process of educating, establish and strengthen partnerships in the community.

## COHERENCE

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The framework for conceptualizing issues, providing coherence, direction, and integrating curriculum, instruction, clinical experience and assessing student learning outcomes regarding the preparing and development of counselors in the MSCP program at CUH is derived from, and aligned with, various sources including:

- faculty input
- the Standards of the National Board for Certified Counselors (NBCC)
- the Council for Accreditation of Counseling and Related Activities (CACREP)
- the American School Counseling Association (ASCA)
- the American Counseling Association (ACA)
- the American Association for Marriage and Family Therapy (AAMFT)
- the State of Hawaii Licensure Standards for Marriage and Family Therapy
- the State of Hawaii Licensure Standards for Professional Counselors
- the Western Association of Schools and Colleges (WASC)
- Hawaii Teacher Standards Board (HTSB)
- the Hawaii State Department of Education Six General Learner Outcomes
- the community-based MSCP School Counseling Advisory Board
- the community-based MSCP Mental Health Counseling Advisory Board
- the community-based MSCP Marriage and Family Counseling Advisory Board
- the Chaminade University Mission and Strategic Plan, and
- the Five Marianist Educational Values of Chaminade University

Coherence among curriculum, instruction, clinical experience, and assessment across a candidate's program is established in several ways, including the foundational use of NBCC and CACREP standards.

The MSCP program at Chaminade University utilizes the Standards of the NBCC and CACREP as the framework for curricular experience and demonstrated knowledge of the common core areas that are required of all students across each of the three emphases: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

The MSCP program is structured so that all students have a strong theoretical foundation and basic counseling skills development before they enter the clinical portion of the program. The clinical portion of the program occurs during the last three terms of the program. Thus, students move from common foundation courses through common core courses and emphasis-specific courses.

### **MSCP Common Core Student Learning Outcomes**

Students will demonstrate an understanding of:

- human growth and development
- social and cultural foundations
- career and life-style development
- counseling theories and skills
- professional issues and ethics
- appraisal
- research and evaluation
- group work

The MSCP program at CUH also utilizes the Standards of CACREP as the framework for the clinical instruction that is required of all students in the program. All students are required to complete:

- A 100-hour supervised practicum in their specific emphasis:
  - Practicum: PSY 646S (School)
  - Practicum: PSY 646MH (Mental Health)
  - Practicum: PSY 646M (Marriage and Family)
- A 600-hour supervised internship in two phases in their specific emphasis:
  - Internship A/B: PSY 671/672 (School)
  - Internship A/B: PSY 673/674 (Mental Health)
  - Internship A/B: PSY 677/678 (Marriage and Family)

### **Program/Emphasis Student Learning Outcome for Clinical Instruction**

Student will demonstrate an integrative understanding and application of clinical skills and competencies in both the classroom and clinical setting.

Assessment, by faculty, of student learning occurs in all classes. In addition, site supervisors assess student learning at the program (or cumulative) level during Practicum, Internship A, and Internship B. Student learning at the program (or cumulative) level is also assessed with a comprehensive examination, currently given during the fieldwork phase of the program.

## **EMPHASES**

The program has three areas of emphasis: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

### **School Counseling Emphasis (60 Credit Hours)**

The School Counseling emphasis is designed to prepare students as counselors within school settings, K-12, for the purpose of promoting and enhancing the learning process relative to helping K-12 students learn to help themselves in adapting to their various interrelated environments. This emphasis promotes and enhances the learning process within the context of academic development, career development, and personal/social development. This learning process, relative to these three contexts, promotes and enhances growth in such areas as the K-12 student becoming a self-directed learner, a community contributor, a complex thinker, a quality producer, an effective communicator, and an effective and ethical user of technology.

The vision of the MSCP School Counseling emphasis is to prepare school counselors to be successful in the educational community and, in the process of their educational preparation, to establish and strengthen partnerships with the DOE, independent educational institutions, and interrelated environments supportive of the educational process.

Students will be placed in schools, at both elementary and secondary levels, for the required Practicum and Internships. At least one of these schools will be a Hawaii Department of Education public school. The program provides considerable opportunity to observe and practice counseling skills under supervision of both a Hawaii Teacher Standards Board School Counseling licensed site supervisor and University personnel.

### **PRAXIS Exams**

- As of January 1, 2011, the Hawaii Teacher Standards Board (HTSB) requires that the PRAXIS I Pre-Professional Skills Test (PPST) exams be successfully completed prior to entering the licensing track of a counselor-education program, and the PRAXIS II content exam must be passed prior to completing a licensure track program.
- As a result, effective January 1, 2011, the MSCP School Counseling emphasis requires that all new students applying for the School Counseling emphasis have successfully passed the PRAXIS I PPST exams prior to being accepted into the School Counseling emphasis *licensure track*.
- All students who qualify for admission into the MSCP program and wish to be in the School Counseling emphasis but have not taken/passed the PRAXIS I PPST exams prior to application will be placed in the *non-licensure track* until the PRAXIS I PPST exams have been passed.
- It is a program requirement that all School Counseling emphasis students must successfully complete the PRAXIS I (PPST) and PRAXIS II (School Counselor and Guidance) exams and provide official documentation of passing scores, prior to entering Internship A.

Students who complete the requirements for the emphasis in School Counseling licensure track will be eligible for licensure by the Hawaii Teacher Standards Board.

- Students will only be eligible to enter Internship A once the required exams have been successfully completed and scores submitted to the program office.

Students who complete the requirements for the emphasis in School Counseling licensure track will be eligible for licensure by the Hawaii Teacher Standards Board.

**The Student Learning Outcomes for the School Counseling emphasis** are based on the National Board for Certified Counselors content requirement for school counseling and the Hawaii Teacher Standards Board. The School Counseling emphasis is accredited by the Hawaii Teacher Standards Board.

School Counseling emphasis students will demonstrate an understanding of:

- the foundations of school counseling.
- the school counseling context.
- program development, assessment, implementation, and evaluation within a school counseling context.
- counseling theories and skills relative to the school counseling context.
- consultation relative to the school counseling context.
- exceptional children within a school context.

### **Mental Health Counseling Emphasis (60 Credit Hours)**

The Mental Health Counseling emphasis is designed to prepare students as counselors in order to help children, adolescents and adults help themselves in adapting cognitively, emotionally and behaviorally, to various interrelated, interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP Mental Health Counseling emphasis is training mental health counselors to be successful in the community and, in the process of training, establish and strengthen partnerships with the various, interrelated educational, familial, community, organizational, and societal environments.

Students will be placed under the supervision of a licensed mental health counselor for the required Practicum and Internships.

The Mental Health Counseling emphasis can be individualized by the selection of elective courses suited to individual needs and career goals. The program provides considerable opportunity to observe and practice counseling skills under supervision by both site and University personnel.



**The Student Learning Outcomes for the Mental Health Counseling Emphasis** are based on the National Board for Certified Counselors content requirement for professional counseling and the State of Hawaii Licensure Standards for the Mental Health Counselor.

Mental Health Counseling emphasis students will demonstrate an understanding of:

- foundations of mental health counseling.
- contextual dimensions: mental health counseling.
- knowledge and skills for the practice of mental health counseling.

### **Marriage and Family Counseling Emphasis (60 Credit Hours)**

The Marriage and Family Counseling emphasis is designed to prepare students as counselors in family systems counseling in order to help children, adolescents and adults help themselves in adapting cognitively, emotionally and behaviorally, to various interrelated, interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP Marriage and Family Counseling emphasis is training Marriage and Family Counseling counselors to be successful in the community and, in the process of training, establish and strengthen partnerships with the various, interrelated educational, familial, community, organizational, and societal environments.

**The Student Learning Outcomes for the Marriage and Family Counseling emphasis** are based on the standards of the American Association for Marriage and Family Therapy and the State of Hawaii Licensure Standards for Marriage and Family Therapy.

Marriage & Family Counseling emphasis students will demonstrate an understanding of:

- foundations of marriage and family counseling.
- contextual dimensions: marriage and family counseling.
- knowledge and skills for the practice of marriage and family counseling.

## TIME LIMIT

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The time limit to complete all program requirements is five years. Students who do not complete all requirements in the five years will be dismissed from the program and must apply for readmission to continue their studies. *Taking a leave of absence does not extend the five year program completion time frame.*

## SEMESTER SCHEDULE

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The MSCP program is an evening program. Classes meet once each week for an accelerated semester timeframe of 10 weeks. There are four terms each year: summer, fall, winter, spring. All courses are three semester credit hours each.

## ADMISSION PROCEDURE

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Application and forms may be found online at [www.chaminade.edu/mscp](http://www.chaminade.edu/mscp).

- 1. Application** – An application for MSCP graduate study must be completed online and submitted with the \$25 application fee.
- 2. Transcripts** – One official transcript of all undergraduate and graduate schools attended must be mailed in a sealed envelope directly from the college or university to Chaminade University, Graduate Services.
- 3. Recommendations** – Three recommendations from faculty or professionals familiar with the applicant's ability to complete graduate work are required. Recommendations must be submitted on the departmental Applicant Recommendation form available to download and print from the CUH/MSCP web page: [www.chaminade.edu/mscp](http://www.chaminade.edu/mscp). Forms may also be requested from the Graduate Services office, (808) 739-4664.

**4. International Students** – All international students are required to provide:

- evaluation of undergraduate college transcript if degree earned is outside the United States. Evaluation is through World Education Services, Inc. (WES). The application form may be found at [www.wes.org](http://www.wes.org).
- TOEFL** score – Students for whom English is a second language must achieve a score of at least 550 on the Test of English as a Foreign Language (TOEFL).
- a certified bank statement prior to acceptance into the program. (The INS requires institutions to show proof of financial responsibility for students prior to the issuance of an I-20 form.)

**5. Interview** – For degree-seeking candidates, a personal interview is conducted with a member of the MSCP faculty when all of the student's paperwork has been received.

An Online Application Kit is available by request from the Graduate Services office, (808) 739-4664, or [gradserv@chaminade.edu](mailto:gradserv@chaminade.edu)

*Subsequent submitting of the application and supporting documents should be addressed to:*

Graduate Services -  
Chaminade University of Honolulu  
3140 Waialae Avenue  
Honolulu, Hawaii 96816  
808-739-4663

For questions about the status of an application, please call 808-739-4664, or email [gradserv@chaminade.edu](mailto:gradserv@chaminade.edu).

*Questions about the MSCP program should be addressed to:*

Director, Master of Science in  
Counseling Psychology  
Chaminade University of Honolulu  
3140 Waialae Avenue  
Honolulu, Hawaii 96816  
808-735-4751  
[rsantee@chaminade.edu](mailto:rsantee@chaminade.edu)



## ADMISSION STATUS

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### A. CRITERIA

It is recommended that applicants to the MSCP program have an undergraduate minimum cumulative GPA of 3.0, on a 4.0 scale, from an accredited 4-year college or university. Applicants with a GPA below this will be considered for admission when other criteria, i.e., recommendations, show evidence of promise for successful graduate study. Applicants may be admitted to the program at any time during the academic year. The term of admittance, among other factors, will determine when the applicant will enter the Practicum/Internship series. Required admissions materials for the various categories of admissions (discussed below) must be submitted no later than one month prior to the starting date of classes for the term in which admittance is desired.

- 1. Recommendations** – Applicants must submit three academic/professional recommendations from university personnel, professionals within the mental health field, or other professionals who know the applicant in a professional/academic capacity/environment and are qualified to comment on the applicant's potential for successful graduate study in psychology. Recommendations should comment on the applicant's intellectual, academic, personal, social, and emotional qualities that may pertain to graduate study and to success in the field of counseling psychology. *Original recommendations must be submitted on the departmental Application Recommendation form that may be downloaded from the CUH/MSCP web page: [www.chaminade.edu/mscp](http://www.chaminade.edu/mscp).*
- 2. TOEFL** – An applicant from a foreign country who speaks English as a second language must submit a Test of English as a Foreign Language (TOEFL) score of at least 550 on a paper-based test, or at least 213 on a computer-based test. The TOEFL is waived for foreign students who have graduated from a four-year accredited college or university.
- 3. Personal Interview** – Degree-seeking candidates will be notified when their packet is complete, at which time a personal interview will be scheduled with a member of the MSCP faculty. The interview must be completed no later than two weeks prior to the start of the term to which the applicant is applying.
- 4. Assigned Advisor** – Applicants who are accepted into the MSCP program either as a provisional or classified student are assigned an advisor. The advisor is a member of the MSCP full-time faculty.

### B. STATUS

- 1. Classified** – Degree-seeking applicants seeking full classification must submit an application and fee, official transcripts, and three recommendations, *on the departmental Application Recommendation form*, at least one month prior to the term in which admittance is desired. Applicants must participate in a personal interview with a member of the MSCP faculty no later than two weeks prior to the start of the term to which the applicant is

applying. Applicants who are accepted as fully classified Degree students have been deemed to be academically qualified. Classified students must maintain a GPA of 3.0 or above. No student will be allowed to enter Practicum without being fully classified.

- 2. Provisional** – Degree-seeking applicants must submit an application and fee, official transcripts, and three recommendations, *on the departmental Application Recommendation form*, at least one month prior to the term in which admittance is desired. Applicants must participate in a personal interview with a member of the MSCP faculty no later than two weeks prior to the start of the term to which the applicant is applying. Applicants whose undergraduate GPA is below 3.0 may be considered for acceptance on Provisional status for a designated period of time. While on Provisional status, the student must maintain a graduate GPA of at least 3.0. While on Provisional status, the student may take a maximum of two courses per term until the student has met the requirement and is reevaluated for Degree status. No student will be allowed to enter Practicum without being fully classified.
- 3. Unclassified** – Non-degree-seeking individuals may be admitted as unclassified students, which allows them to take up to four courses (12 credits) in the program provided that the prerequisite has been met and with the approval of the Director. Any required prerequisites for a course count as part of the 12 credits. Individuals seeking admittance as unclassified students must submit an application and fee, official transcripts, two recommendations *on the departmental Application Recommendation form*, and a letter of intent to the program Director at least one month prior to the term in which admittance is desired. The completed file will be evaluated by the program Director who will determine the applicant's acceptance as an Unclassified student.

If an Unclassified student wishes to become a degree-seeking candidate, the student must reapply by following the application procedure above for degree-seeking candidates.

### C. SPECIAL CONDITIONS

- 1. Re-Specialization** – Applicants who have a Masters in Counseling Psychology degree from Chaminade University or another accredited university (with clinical training) may apply to acquire an additional area of specialization in Chaminade University's MSCP program.

Applicants with an MSCP degree from Chaminade University must submit an application and fee, official transcripts with the date of the highest degree earned, two recommendations using the departmental Applicant Recommendation form, and a letter of intent to the program Director. Applicants from another accredited university must additionally complete a personal interview with a member of the MSCP faculty no later than two weeks prior to the start of the term. Acceptance is determined by the MSCP program Director. Upon acceptance, students must meet with the Clinical Director of the area of re-specialization.

If accepted, the re-specializing student is required to complete the following:

- any current MSCP core course requirements that were not previously completed,
- courses specific to the re-specialization emphasis,
- a 100-hour practicum and the Practicum course (only for those who did not receive previous clinical training),
- a 600-hour supervised internship, and
- the emphasis-specific Comprehensive Examination.

## 2. Probation

- Students whose grade point average falls below 3.0 will be placed on academic probation and are given two terms to raise their GPA to the required minimum of 3.0 or higher. Failure to do so may result in dismissal from the program.
- Students are also placed on probation if they receive a "C" or "F" grade. If the "C" or "F" grade is for a core course, the student must repeat the course the next time it is offered. Students with a non-passing grade may take a maximum of two courses per term, including the re-take course, until the non-passing grade has been corrected. In repeating a course, the higher grade will be factored into the student's GPA. Students are allowed to repeat a course only once. A student may repeat only two courses. A third "C" or "F" may result in dismissal from the program.

- 3. Benchmark Courses** – Introduction to Counseling Skills (PSY 603), Group Processes (PSY 611), and Practicum (PSY 646) are benchmark classes in which the MSCP faculty are able to observe the development of interpersonal skills and competencies of the students. Students must pass these experiential courses to progress through the MSCP program.

## TRANSFER CREDITS

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Credits from other colleges or universities are generally not accepted as transfer classes. However, if, prior to acceptance, a student entering the MSCP program has completed graduate courses at another college or university that are similar to the MSCP core courses, the student may, within the student's first term of course work, petition to have these courses transferred in. The petition must be accompanied by the syllabus or course description. If the course is accepted, the student must then make up the credits (3) with an elective from the MSCP elective courses. No more than two (2) courses will be considered for transfer/substitution.

## ATTENDANCE

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Students must attend all class meetings and be on time for class. In the case of an emergency, inform your instructor of your absence.

Since our courses are offered on accelerated semesters, a student who misses more than one (1) class has missed a substantial portion of the material presented. In this case, the student will automatically receive a "C" for the course, requiring the student to retake the course in its entirety the next time it is offered.

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.

Missing one class may, at the discretion of the instructor, result in the student's grade being lowered one letter grade.

## LEAVE OF ABSENCE

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When circumstances require that a student interrupt his/her studies for two or more consecutive terms, students must request a formal leave of absence from the program. The student must complete and submit the Leave of Absence form to their advisor for approval. The student will be notified in writing of the advisor's decision. The student must notify the program office two months prior to resuming their studies to reactivate their records and schedule a meeting with their advisor. The time away from the program does not extend the maximum timeframe of five years to complete the degree.

If a formal leave of absence is not submitted, and the student wishes to resume the program after not taking classes for two or more terms, the student must reapply to the MSCP program, following all application procedures.

## READMISSION

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**Re-application after dropping program** – Students who have not taken classes for two or more terms, and who did not request a leave of absence but wish to continue in the program, must submit a new application and fee, three current recommendations on the MSCP Applicant Recommendation Form, and a letter to the Director indicating the reason for the absence from the program and their intent to return to complete their degree. If accepted, returning students are subject to current program curriculum and requirements.

**Re-application after dismissal** – Students who have been dismissed from the program and wish to re-apply may do so no sooner than one year after being dismissed and must submit an application and fee, three current recommendations using the MSCP Applicant Recommendation form, a letter of intent, and substantiation of having met the terms of a remediation contract, if applicable. When the required documents have been received, the student must meet/interview with his/her advisor. After the interview the faculty will meet to determine re-admittance. The student will be notified by letter of the decision. If accepted, returning students are subject to current program curriculum and requirements.

In either of the instances of reapplication stated above, if student is accepted to return, no course taken previously can be older than five years at the time of graduation.

## COMMENCEMENT

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Commencement exercises are held in May and December each academic year. To participate in the commencement exercises, the student must have earned the requisite credits for the degree or be in the process of satisfactorily completing the required courses prior to the ceremony.

## DEGREE REQUIREMENTS

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The expected sequence of courses for all incoming fully classified Degree and Provisional students is as follows: foundation courses, core courses (foundation and core courses can be mixed), special requirements, Practicum/Internship sequence. Electives may be taken concurrently with foundation, core and the Practicum/Internship sequence. Prior to entering Practicum, all students must be fully classified, have a minimum GPA of 3.0, and have successfully completed all foundation courses and most of the core courses. Prior to entering Internship, all students must have successfully completed all of the core courses.

### School Counseling Emphasis PRAXIS Exams

Effective January 1, 2011, the MSCP Program will admit School Counseling emphasis applicants into one of two tracks:

- 1. Licensure track** – applicants, who at the time of application, have successfully completed the PRAXIS I Pre-Professional Skills Test (PPST). Official scores must be provided at the time of application.
  - Students in the Licensure track are required to successfully complete the PRAXIS II School Guidance and Counseling content exam prior to entering Internship A. Official score must be received by the Internship Director prior to the start of the Internship A term. Students who do not pass this exam will not be eligible to enter Internship A and must return to the program the following year having passed this exam.
- 2. Non-licensure track** – applicants, who at the time of application, have not passed the PRAXIS I Pre-Professional Skills Test (PPST) Students in the Non-licensure track will be allowed to transfer into the Licensure Track upon successful completion of the PPST exams. Official scores must be provided to the MSCP Program Internship Director to determine eligibility for the transfer.
  - Students who are eligible to transfer to the Licensure track are required to successfully complete the PRAXIS II School Guidance and Counseling content exam prior to entering Internship A. Official scores must be received by the Internship Director prior to the start of the Internship A term. Students who do not pass this exam will not be eligible to enter Internship A and must return to the program the following year having passed this exam.

Students in the Non-licensure track will not be allowed to enter the fieldwork phase of the School Counseling program. This phase consists of: PSY 771 School Counseling (summer term prior to entering Practicum), PSY 646S Practicum (Fall), PSY 671 Internship A (Winter), and PSY 672 Internship B (Spring). For more information about the PRAXIS exams please refer to the following website: [www.ets.org/praxis](http://www.ets.org/praxis).



Students who successfully complete all of the program requirements, which includes PRAXIS I and PRAXIS II exams, will be eligible for the Hawaii Teacher Standards Board K-12 School Counseling license. For more information about being licensed as a School counselor in the State of Hawaii, please refer to the following website: [www.htsb.org](http://www.htsb.org).

*The change in MSCP program policy is based on new requirements by the Hawaii Teacher Standards Board effective January 1, 2011.*

**Foundation Courses** – The Foundation courses set the knowledge base for the core and elective courses. Foundation courses count as part of the program. Students are expected to complete them within the first three terms.

Students entering the program should take the two Foundation courses (Abnormal Psychology and Personality), as well as Ethical and Professional Issues in Counseling, and Introduction to Counseling Skills during the first three terms. After the student has completed these four courses, the student may choose from all other courses contingent upon prerequisites and other stipulations noted in the *MSCP Description, Policies, and Procedures*. Exceptions to this policy require written approval from the student's advisor or the program Director.

Certain graduate courses have specific prerequisites which must be met by Unclassified, Respecializing, Provisional, and Degree students in the program. (See Core Courses.)

**Core Courses** – The Core courses prepare the student for the Practicum/Internship series. The Practicum/Internship series synthesizes the material from the Foundation, Core and Elective courses with supervised field experience by a Masters or Ph.D. level counselor in the community. All students are required to take the MSCP Core Courses.

**Special Course Requirements** – Depending upon the emphasis chosen, students are required to take courses specific to their area of interest.

**Program of Study by Emphasis** – The following are the required courses for each emphasis. Any required prerequisites for a course are identified in parentheses.

## **SCHOOL COUNSELING** **(60 Credit Hours)**

### **Foundation Courses**

- PSY 521 Personality
- PSY 524 Abnormal Psychology

School Counseling students must take additional foundation course work in:

- PSY 500 School Counseling and Exceptional Children
  - PSY 501 The School Counselor in an Educational Context
- These courses count as part of the 60-hour program.*

### **Core Courses**

- PSY 601 Ethical and Professional Issues in Counseling
- PSY 602 Life Span Development
- PSY 603 Introduction to Counseling Skills
- PSY 606 Psychological Tests and Measurements
- PSY 611 Group Processes (PSY 603)
- PSY 616 Statistics, Research, and Evaluation
- PSY 627 Career Development
- PSY 636 Counseling Theories (PSY 521, 524, 601)
- PSY 736 Cross-Cultural Counseling
- PSY 751 Health, Stress Management, and Counseling

### **Practicum/Internship Courses**

- PSY 646S Practicum in Counseling Techniques School Counseling (PSY 611, 636, 771)
- PSY 671 Internship A (PSY 646S; PRAXIS I & II)
- PSY 672 Internship B (PSY 671)

### **Special Course Requirements**

- PSY 720 Psychological & Educational Testing (PSY 500, 501, 606)
- PSY 771 School Counseling (PSY 500, 501)
- PSY 776 Crisis Counseling in the Schools (PSY 501)

## **MENTAL HEALTH COUNSELING** **(60 Credit Hours)**

### **Foundation Courses**

- PSY 521 Personality
- PSY 524 Abnormal Psychology

### **Core Courses**

- PSY 601 Ethical and Professional Issues in Counseling
- PSY 602 Life Span Development
- PSY 603 Introduction to Counseling Skills
- PSY 606 Psychological Tests and Measurements
- PSY 611 Group Processes (PSY 603)
- PSY 616 Statistics, Research, and Evaluation
- PSY 627 Career Development
- PSY 636 Counseling Theories (PSY 521, 524, 601)
- PSY 736 Cross-Cultural Counseling
- PSY 751 Health, Stress Management, and Counseling

### **Practicum/Internship Courses**

- PSY 646C Practicum in Counseling Techniques Community Counseling (PSY 611, 636, 741)
- PSY 673 Internship A (PSY 646C)
- PSY 674 Internship B (PSY 673)

### **Special Course Requirements**

- PSY 741 Mental Health Counseling
- PSY 775 Crisis Counseling: Mental Health Community Three MSCP elective courses

### **Elective Courses**

In an effort to provide greater flexibility for students, the MSCP program offers elective courses in psychology. Elective courses must be approved in advance by the student's advisor or the program Director, and the prerequisite/s must have been met. Elective Courses (prerequisite/s in parentheses):

- PSY 705 Forensic Psychology
- PSY 710 Drug Abuse Counseling
- PSY 712 Alcohol Abuse Counseling
- PSY 720 Psychological & Educational Testing (PSY 500, 501, 606)
- PSY 740 Advanced Psychopathology (PSY 521, 524, 601)
- PSY 741 Mental Health Counseling
- PSY 756 Marriage and Family Counseling (PSY 521, 601)
- PSY 757 Family Systems Approach to Counseling (PSY 756)
- PSY 758 Solution Focused Family Counseling (PSY 756)
- PSY 759 Family Abuse: Sex and Violence (PSY 756)
- PSY 771 School Counseling (PSY 500, 501)
- PSY 773 Spiritual Dimensions of Counseling
- PSY 775 Crisis Counseling: Mental Health Community
- PSY 776 Crisis Counseling: Schools
- PSY 777 Existential/Phenomenological Intervention
- PSY 778 Organizational Psychology
- PSY 779 Psychology of Depression
- PSY 780 Special Topics



## **MARRIAGE AND FAMILY COUNSELING (60 Credit Hours)**

### **Foundation Courses**

- PSY 521 Personality  
PSY 524 Abnormal Psychology

### **Core Courses**

- PSY 601 Ethical and Professional Issues in Counseling  
PSY 602 Life Span Development  
PSY 603 Introduction to Counseling Skills  
PSY 606 Psychological Tests and Measurements  
PSY 611 Group Processes (PSY 603)  
PSY 616 Statistics, Research, and Evaluation  
PSY 627 Career Development  
PSY 636 Counseling Theories (PSY 521, 524, 601)  
PSY 736 Cross-Cultural Counseling  
PSY 751 Health, Stress Management, and Counseling

### **Practicum/Internship Courses**

- PSY 646M Practicum in Counseling Techniques-  
Marriage & Family Counseling  
(PSY 611, 636, 756)  
PSY 677 Internship A (PSY 646M)  
PSY 678 Internship B (PSY 677)

### **Special Course Requirements**

- PSY 756 Marriage and Family Counseling  
(PSY 521, 601)  
PSY 757 Family Systems Approach to Counseling  
(PSY 756)  
PSY 758 Solution Focused Family Counseling (PSY 756)  
PSY 759 Family Abuse: Sex and Violence (PSY 756)

and one of the following:

- PSY 710 Drug Abuse Counseling  
*or*  
PSY 712 Alcohol Abuse Counseling

### **REQUIREMENTS FOR COMPLETION OF THE PROGRAM**

The student will receive the degree upon completion of the following:

1. Maintains a grade of "B" or better in all foundation, core, and elective requirements.
2. Passes a core and emphasis-specific multiple-choice comprehensive examination, currently given after the completion of Internship A. All foundation and core courses must be successfully completed prior to taking the comprehensive exam.
3. Successfully completes the Practicum and Internship courses with a minimum of 700 on-site internship hours, as per program specifications.

### **PSI CHI NATIONAL HONOR SOCIETY**

Psi Chi is the National Honor Society for Psychology, founded in 1929 for the purpose of promoting excellence in scholarship

and advancing the science and practice of psychology.

Membership is open to undergraduate and graduate students who are making the study of psychology one of their major interests and who meet the organization and chapter qualifications.

Psi Chi functions as a federation of chapters located at more than 1,000 senior colleges and universities, and is a member of the Association of College Honor Societies (ACHS) and an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Membership in Psi Chi is an earned honor that is for life. For further information about Psi Chi or to download an application visit the website at: [www.psichi.org](http://www.psichi.org). For questions, please contact [psichi@chaminade.edu](mailto:psichi@chaminade.edu) or the MSCP program office at 808-735-4751.

### **COURSE DESCRIPTIONS**

#### **PSY 500 School Counseling and Exceptional Children (3)**

This scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse within the K 12 educational context. The specific focus will be on the role of the counselor interventions, the special educational referral and diagnostic process, and program evaluation.

#### **PSY 501 The School Counselor in an Educational Context (3)**

The scope of this course will be the development of skills and techniques for a counselor to: assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students' performance on tests within a K 12 educational environment.

#### **PSY 521 Personality (3)**

This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

#### **PSY 524 Abnormal Psychology (3)**

This course provides the study of psychological disorders with an emphasis on DSM IV categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context; with special emphasis given to the DSM-IV diagnostic process through the format of case studies.

#### **PSY 601 Ethical and Professional Issues in Counseling (3)**

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.

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.

### **PSY 602 Life Span Development (3)**

This course is an in-depth study of the biosocial, cognitive, and psycho-social aspects of development across the span of life beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling inter-relate.

### **PSY 603 Introduction to Counseling Skills (3)**

*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 CACREP (Council for Accreditation of Counseling and Related Education Programs) curriculum areas, with extensive emphasis on basic counseling skills development. Additionally, Internet resources, community resources, and referral agencies will be examined.

### **PSY 606 Psychological Testing and Measurements (3)**

This course analyzes various kinds and uses of tests, gives a history and background for each, discusses their strengths and weaknesses, and develops the student's understanding of the quantitative measurement foundations of tests. Evaluation, selection, and interpretation of psychological tests for guidance and the use of psychometric data in counseling are also covered topics. As part of the course requirement, students will administer, score and interpret tests.

### **PSY 611 Group Processes (3)**

Second Benchmark Course - PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students.

This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process.

*Prerequisite: PSY 603*

### **PSY 616 Statistics, Research, and Evaluation (3)**

This course covers the fundamentals of research design, statistical analysis, and evaluation of research results within the counseling context. Computer applications for statistical analyses are utilized.

### **PSY 627 Career Development (3)**

This course reviews theories of vocational development; types, sources, and uses of occupational and educational information in career counseling; and decision making processes.

### **PSY 636 Counseling Theories (3)**

An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation.

*Prerequisites: PSY 521, 524, 601*

### **PSY 646S Practicum in Counseling Techniques, School Counseling (3)**

Third Benchmark Course

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor.

*Prerequisites: PSY 611, 636, 771*

### **PSY 646MH Practicum in Counseling Techniques, Mental Health Counseling (3)**

Third Benchmark Course

Supervised experience in counseling utilizing videotapes, role-playing, audio tapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed mental health therapist.

*Prerequisites: PSY 611, 636, 741*

### **PSY 646M Practicum in Counseling Techniques, Marriage and Family Counseling (3)**

Third Benchmark Course

Supervised experience in counseling utilizing videotapes, role-playing, audio tapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed marriage and family therapist.

*Prerequisites: PSY 611, 636, 756*

### **PSY 671 Internship A - School Counseling (3)**

This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a 'reasonable' amount of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under supervision of a licensed school counselor.

*Prerequisite: PSY 646S; PRAXIS Exams*

### **PSY 672 Internship B - School Counseling (3)**

This course offers the student an opportunity to continue to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed in both an elementary and a secondary school setting where the student will

counsel under supervision of a licensed school counselor.

*Prerequisite:* PSY 671

### **PSY 673 Internship A - Mental Health Counseling (3)**

This course offers the student an opportunity to practice counseling in a supervised mental health counseling setting. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised community setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a 'reasonable' number of hours which will enable the student to meet course and program requirements. During Internship B the remainder of the 600 hours will be completed. Supervision will be with a licensed mental health therapist.

*Prerequisite:* PSY 646MH

### **PSY 674 Internship B - Mental Health Counseling (3)**

This course offers the student an opportunity to continue to practice counseling in a supervised mental health counseling setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. During Internship B the remainder of the 600 hours started during Internship A will be completed. Supervision will be with a licensed mental health therapist.

*Prerequisite:* PSY 673

### **PSY 677 Internship A - Marriage and Family Counseling (3)**

This course offers the student an opportunity to practice family systems approaches to counseling in a mental health counseling setting, under the supervision of a licensed marriage and family therapist. In Internship A students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a 'reasonable' number of hours which will enable the student to meet course and program requirements. During Internship B the remainder of the 600 hours will be completed.

*Prerequisite:* PSY 646M



### **PSY 678 Internship B - Marriage and Family Counseling (3)**

This course offers the student an opportunity to continue to practice family systems approaches to counseling in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living, under the supervision of a licensed marriage and family therapist. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed.

*Prerequisite:* PSY 677

### **PSY 705 Forensic Psychology (3)**

The study of criminal behavior from a psychological perspective, which looks at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. The course will review contemporary research, theory, and practice concerning the psychology of crime and psychopathy. It reviews current research that focuses on the cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment will be discussed along with important topics as profiling, terrorism, criminology, and forensics.

*This course is cross-listed as CJA 705.*

### **PSY 710 Drug Abuse Counseling (3)**

This course is designed to increase the student's understanding of drug abuse assessment and counseling. The course emphasizes the goals, strategies and skills needed to be effective.

### **PSY 712 Alcohol Abuse Counseling (3)**

This course is designed to give the student an in depth examination of one of the most pressing social problems of our times. The course will examine the drug itself, the environment in which it is taken, influencing factors in its abuse, the effects of abuse and addiction, the disease which it becomes, and how to treat it.

### **PSY 720 Psychological and Educational Testing (3)**

This course is designed for persons working in a school or clinic who have the responsibility for selecting, administering, and interpreting tests. This course includes review of: (1) the prin-

ciples of test reliability and validity; (2) survey of ability, achievement, and personality tests; and (3) practice in administering, scoring, and interpreting educational and psychological tests. The primary focus of this course is the administration, scoring, interpretation, and application of individual IQ, achievement, personality tests within a school counseling context. This is a required course for the School Counseling emphasis.

*Prerequisite:* PSY 500, 501, 606

### **PSY 736 Cross-Cultural Counseling (3)**

This course will be an examination of the theory and processes of counseling persons in community, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the client from a culturally diverse background, and the impact of the client's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

### **PSY 740 Advanced Psychopathology (3)**

Familiarizes the student with concepts and philosophies related to psychopathology. Covers the DSM-IV classification and the different formulations which determine the development of psychopathology. Review of current assessment skills to include psychological intake, mental status exam, the use of psychopharmacology, diagnosis/differential diagnosis, prognosis, psychological formulation, and treatment plan.

*Prerequisites:* PSY 521, 524, 601

### **PSY 741 Mental Health Counseling (3)**

This course will examine counseling psychology within the mental health environment. The general focus of the course will be on preventative counseling within the community context. Models of service delivery, the impact of the environment, cross

cultural concerns, ethics, the history of mental health, research, and counselor competencies will be explored. The course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economics status and mental health, delinquency and criminality, crisis counseling, gerontology, consultation, social support, community agencies and programs, and legal and social policies related to children and families.

### **PSY 751 Health, Stress Management and Counseling (3)**

This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventive psychology. Students will participate in Taihequan, Qigong, relaxation exercises, meditation, and visualization as part of the course.

### **PSY 756 Marital and Family Counseling (3)**

A basic introduction to the history, development and theories of the field of family therapy. Focus is on the major theoretical models of family therapy, their similarities and differences, and conceptual foundations. Students will develop a basic understanding of family therapy concepts as applied in clinical practice, and begin to formulate their own personal framework through integration across theoretical models. Coursework will also review current issues and sample recent developments in family therapy. *Prerequisites:* PSY 521, 601

### **PSY 757 Family Systems Approach to Counseling (3)**

A study of the family as a system of interactive elements, with a focus on the therapeutic implications of treating patterns of behavior rather than personalities. Coursework combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of a family system. Students will examine basic differences between individual problems and family problems, individual maladaptive behaviors compared to family maladaptive behaviors, and individual consequences versus family consequences as these impact treatment design and interventions.

*Prerequisite:* PSY 756

### **PSY 758 Solution Focused Family Counseling (3)**

Treatment planning and interventions for family counseling from a solution-focused perspective. As an alternative to traditional counseling approaches that focus on family problems and weaknesses, students will develop an understanding of and practice counseling approaches based on family solutions and strengths. Coursework also combines readings, simulations, and videotaped role-plays to examine the role of the counselor as facilitator rather than as an "expert."

*Prerequisite:* PSY 756

### **PSY 759 Family Abuse: Sex and Violence (3)**

An in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Coursework also combines readings, simulations, and videotaped role-plays to develop student understanding of and



practice with systemic intervention strategies employed in cases involving family abuse.

*Prerequisite:* PSY 756

### **PSY 771 School Counseling (3)**

Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis.

*Prerequisites:* PSY 500, 501

### **PSY 773 Spiritual Dimensions of Counseling (3)**

For some people, spirituality has been called the fifth force in counseling and psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.

### **PSY 775 Crisis Counseling: Mental Health Community (3)**

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises within the community and determine appropriate interventions for each. This is a required course for the Mental Health Counseling emphasis.

### **PSY 776 Crisis Counseling: School (3)**

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions for each. This is a required course for the School Counseling emphasis.

### **PSY 777 Existential/Phenomenological Intervention (3)**

This course explores the fundamental components of human existence relative to the therapeutic context. Such areas as anxiety, death, isolation, meaninglessness, freedom, responsibility, and choice are examined.

### **PSY 778 Organizational Psychology (3)**

The focus of this course is an examination of the impact/interaction of individual processes, group processes, and organizational processes upon productivity, job satisfaction, absenteeism, and turnover. The course will focus on psychology and organizations, motivation, attitudes, social behavior in organizations, leadership, stress management, analyzing work, performance appraisal and feedback, staffing, communication, groups and teams, decision making, designing effective organizations, managing change in organizations, and the organizational culture.

### **PSY 779 Psychology of Depression (3)**

Depression may be a normal human emotion—a response to loss, disappointment, or failure. Some depressions, however, are biological diseases and need treatment on a biological, cognitive, and psychosocial level. Seven out of 10 persons in America will suffer a depression (of this sort) during the course of their lives. Looking at description, causal factors, treatments (both traditional and alternative) and outcomes is the focus of this course.

### **PSY 780 Special Topics (3)**

Special topics in psychological counseling.

### **PSY 799 Directed Study (3)**

Individualized study in counseling or related areas and arranged through the MSCP program Director.



**Chaminade University**  
O F H O N O L U L U

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