

**Chaminade University**  
**PSY 487 Field Experience**  
**Fall 2017 Syllabus**  
**August 28, 2017 - December 14, 2017**

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**Office Hours: Monday, Wednesday, and Friday 12:30 pm to 1:30 pm. If you need to speak with me any other time, please feel free to contact me and a meeting can be arranged.**

Class Time: MWF 3:30 pm - 4:20 pm

Location: Beh Sci 102

**Course Description**

Field experience is designed to allow the student “hand’s on” opportunities to observe, understand, and participate in an organization’s community services. This experience will allow the student to test his or her ability to work and relate to both an academic and on-site supervisor who will provide the student with feedback about the student’s participation in therapeutic and educational activities. The student will explore certain aspects of the placement (be those site analysis or questions about the particular population) by relating learning with his or her practical experience.

**Required Texts:**

None

**Student Responsibilities:**

1. ***The student will obtain professional liability insurance.***  
**(<http://www.cphins.com/mentalhealth> or <http://www.hpsso.com/>)**
2. The student will select a community agency of interest, make contact with a supervisor and arrange an interview.
3. When the student and agency (person/supervisor) agree on the work experience, hours of attendance, the supervisor/person in-charge and the student will sign a memorandum of understanding.
4. During the first three weeks of the experience, the student will work to determine his or her learning objectives. These objectives will be assessed by the final paper. These objectives will be based on observations that are gathered by working at the site, and student’s specific areas of interest.

5. The student will work with agency/site for the agreed upon weekly hours.
6. The student will keep a weekly journal (anecdotal experiences) that may help shape his or her development of a study.
7. The student will meet with the instructor on an arranged basis to discuss the field experience.
8. Two weeks before the end of the Fall semester, the student will give the Student Evaluation Form (see attached) to the supervisor/agency. The Supervisor should complete the form and review it with the student. The student will then hand deliver the original Student Evaluation Form to the course instructor no later than the last day of the Fall semester.

### **Instructor Responsibilities:**

1. The instructor will coordinate with the placement supervisor to ensure that the experience is meaningful and structured.
2. The instructor will be available to answer questions regarding the project to expedite the learning process.
3. The instructor will read and comment upon the different components of this project in a timely manner.

### **Assessment**

Assessment	Description	Points (Max.)
Final Paper	<p>The Final Paper will include the following:</p> <ul style="list-style-type: none"> <li>· Summary of the placement and the population that the site/agency services, along with the student's responsibilities.</li> <li>· A statement of student's objectives.</li> <li>· Assessment of how objectives were met.</li> <li>· A description of overall experience (include both strengths and areas of improvement).</li> </ul>	75 points
Weekly Journals	<p>Student will reflect on his or her experiences at the site/agency. Student will summarize weekly activities, what they felt good about and what areas that they felt needed improvement.</p>	15 @ 3 points each

Supervision Sessions	Student will meet with the instructor for a minimum of six (6) supervision sessions throughout this term. The dates and times of these sessions will be determined once the term has begun.	6 @ 5 points each
Student Evaluation Form	Approximately one week prior to the conclusion of this course, the supervisor at the site/agency will be provided a student evaluation form to complete. This Supervisor Evaluation Form will account for 50 percent of the student's overall course grade.	150 points
Field Experience Hours	Student will document hours completed at field experience site. Hours will only be counted if student's supervisor confirms hours by signing off on the student's time log.	$\geq 120$ hours = 150 points  50-119 hours = 100 points  $< 50$ hours = 50 points

Total 450 points

### Grading

A = 450 - 405

B = 404 - 360

C = 359 - 315

D = 314 - 270

F = 269 and below

### Attendance

Students are expected to attend regularly all scheduled meetings and have a consistent online presence. Student should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is

the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **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, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Students with Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

## **Title IX Statement**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

## **Tentative Course Schedule**

The student will participate in a minimum of six (6) supervision sessions with the course instructor throughout this term. The dates of these supervision sessions are shown below.

<b>Date</b>	<b>Class Activity</b>	<b>Readings Due:</b>	<b>Assignments Due:</b>
Week 1: Monday 8/28	Welcome Review Syllabus		
Week 1: Wednesday 8/30	Field Experience		
Week 1: Friday 9/1	<b>Fall Spiritual Convocation – No Class</b>		<b>Week 1 Journal is Due</b>
Week 2: Monday 9/4	<b>Labor Day - No Class</b>		
Week 2: Wednesday 9/6	<b>Supervision</b>		<b><i><u>Professional Liability Insurance</u></i></b>

			<b>Supervision Session 1 (in-person)</b>
Week 2: Friday 9/8	Field Experience		<b>Week 2 Journal is Due</b>
Week 3: Monday 9/11	Field Experience		
Week 3: Wednesday 9/13	Field Experience		
Week 3: Friday 9/15	Field Experience		<b>Week 3 Journal is Due</b>
Week 4: Monday 9/18	<b>Supervision MOU and Personal Learning Objectives are due</b>		<b>Supervision Session 2 (in-person)</b>
Week 4: Wednesday 9/20	Field Experience		
Week 4: Friday 9/22	Field Experience		<b>Week 4 Journal is Due</b>
Week 5: Monday 9/25	Field Experience		
Week 5: Wednesday 9/27	Field Experience		
Week 5: Friday 9/29	Field Experience		<b>Week 5 Journal is Due</b>
Week 6: Monday 10/2	Field Experience		

Week 6: Wednesday 10/4	Field Experience		
Week 6: Friday 10/6	Field Experience		<b>Week 6 Journal is Due</b>
Week 7: Monday 10/9	<b>Discoverer's Day - No Class</b>		
Week 7: Wednesday 10/11	<b>Supervision</b>		<b>Supervision Session 3 (in-person)</b>
Week 7: Friday 10/13	Field Experience		<b>Week 7 Journal is Due</b>
Week 8: Monday 10/16	Field Experience		
Week 8: Wednesday 10/18	Field Experience		
Week 8: Friday 10/20	Field Experience		<b>Week 8 Journal is Due</b>
Week 9: Monday 10/23	<b>Supervision</b>		<b>Supervision Session 4 (in-person)</b>
Week 9: Wednesday 10/25	Field Experience		
Week 9: Friday 10/27	Field Experience		<b>Week 9 Journal is Due</b>

Week 10: Monday 10/30	Field Experience		
Week 10: Wednesday 11/1	Field Experience		
Week 10: Friday 11/3	Field Experience		<b>Week 10 Journal is Due</b>
Week 11: Monday 11/6	<b>Supervision</b>		<b>Supervision Session 5 (in-person)</b>
Week 11: Wednesday 11/8	Field Experience		
Week 11: Friday 11/10	<b>Veterans' Day - No Class</b>		
Week 12: Monday 11/13	Field Experience		<b>Week 11 Journal is Due</b>
Week 12: Wednesday 11/15	Field Experience		
Week 12: Friday 11/17	Field Experience		<b>Week 12 Journal is Due</b>
	Field Experience		



Week 13: Monday 11/20			
Week 13: Wednesday 11/22	Field Experience		
Week 13: Friday 11/24	<b>Thanksgiving Recess - No Class</b>		
Week 14: Monday 11/27	Field Experience		<b>Week 13 Journal is Due</b>
Week 14: Wednesday 11/29	Field Experience		
Week 14: Friday 12/1	Field Experience		<b>Week 14 Journal is Due</b>
Week 15: Monday 12/4	<b>Supervision</b>		<b>Supervision Session 6 (in-person)</b>
Week 15: Wednesday 12/6	Field Experience		
Week 15: Friday 12/8	<b>Submit Final Paperwork</b>		<b>Student Evaluation Form is Due</b>  <b>Final Paper is Due</b>  <b>Week 15 Journal is Due</b>

## **Marianist Educational Values**

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

### **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 humility 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.

### **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.

### **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.

### **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.

### **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 this course.

## **SCIENTIFIC METHOD DEFINITIONS**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this help professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand of explain behavior.

Methods In Behavioral Research; Cozby

## Personal Learning Goals

Student Name: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Statement of 3-4 personal learning goals specifying what the student hopes to learn during this semester's fieldwork experience. These should be worded in terms of some performance, behavior, or knowledge he or she wishes to acquire and be measurable, meaningful, and feasible within the time and circumstances allotted.

The goals should be discussed with the instructor and signed by both student and instructor.

1.

2.

3.

4.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

## **Memorandum of Understanding**

The student will:

Meet the following weeks/hours:

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Perform in the following role/duties:

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The supervisor/site will:

1. Explain to the student what is necessary (i.e., expectations) so the student may fulfill his or her role.
2. Make clear what the student's role/performance is.
3. Answer questions for the student.
4. Contact the instructor if challenges arise.
5. Complete the brief student evaluation for the instructor.

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Student's Signature

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Date

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Supervisor's Signature

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Date

## Student Evaluation Form

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Instructions: Please circle the alternative you think most clearly describes the student's performance.

1. The student's ability to express ideas:

1. Outstanding
2. Above Average
3. Average
4. Below Average
5. Poor

2. Ability to accept feedback:

1. Outstanding
2. Above Average
3. Average
4. Below Average
5. Poor

3. The student's interest/motivation:

1. Outstanding
2. Above Average
3. Average
4. Below Average
5. Poor

4. Dependability of student:

1. Outstanding
2. Above Average
3. Average
4. Below Average
5. Poor

5. The ability of the student to work with people:
  1. Outstanding
  2. Above Average
  3. Average
  4. Below Average
  5. Poor
  
6. The student:
  1. Adapts easily to change
  2. Often adapts without difficulty
  3. Takes time to adjust
  4. Resists change
  
7. The student is:
  1. Enthusiastic
  2. Highly interested
  3. Interested
  4. Uninterested
  
8. The student's knowledge of his or her experience is:
  1. Complete
  2. Quite good
  3. Adequate
  4. Poor

Please fill in the following:

1. What did you feel were this student's strength?
  
  
  
  
  
  
  
  
  
  
2. What did you feel were areas of improvement for this student?



3. Do you feel this student has the disposition needed for this line of work? Why?

4. How would you rate this student's overall performance?

Poor	Below Average	Average	Above Average	Outstanding
1	2	3	4	5

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Supervisor's Signature

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Date