



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7111

Course Title: Professionalization Group II

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2021

Course Credits: 01

Class Meeting Days: Mondays

Class Meeting Hours: 1:00-2:00

Class Location: Brogan 103

Instructor Name: Ricky Trammel, PhD

Email: ricky.trammel@chaminade.edu

Phone: (808) 739-4613 (office)

Cell: (808) 295-6379

Office Location: Brogan Hall 116

Office Hours: M: 2-4pm; W: 12-4pm and by appointment

University Course Catalog Description

This course is a continuation of PP7110 - Professionalization Group I taken in the Fall. These discussion groups for first-year students are led by a core faculty member. This course is designed to familiarize and assist students with their new roles as graduate students and future psychologists. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPB Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.

6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will continue to develop communication and interpersonal skills through presentations and peer support activities (Competency 2).
2. Students will continue to develop awareness of diversity and ethical issues in clinical psychology through shadowing experiences and discussions. (Competency 4)
3. Students will continue to develop basic awareness of professional, philosophical, ethical, theoretical, and empirical issues in clinical psychology, demonstrated in class discussions, literature review exercises, and presentations. (Competency 1)
4. Students will continue to develop their knowledge of the applications of a variety of roles taken on by professional psychologists, including knowledge of various theoretical orientations practiced; demonstrated in theoretical orientation and specialty area presentations. (Competency 1 & 3)
5. Students will continue to develop self-reflection, self-management, and self-care skills to address academic, professional, and general life stressors, demonstrated in class discussions. (Competencies 3)
6. Students will continue to develop awareness of diversity and ethical issues in clinical psychology through community shadowing experiences and discussions. (Competency 4, 11)

Required Learning Materials

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Readings

American Psychological Association (2010). *Ethical principles of psychologists and code of conduct – 2012 Amendments*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>

Link, M., Jankowski, K., Wichniak, A., Jarema, M., & Wykes, T. (2019). Effects of cognitive remediation therapy versus other interventions on cognitive functioning in schizophrenia inpatients. *Neuropsychological Rehabilitation*, 29(3), 477-488.

Course Requirements

Attendance and Class Preparation/Discussions (15%): Students are expected to attend every class and professional colloquium, arrive on time, complete all assigned readings, exhibit professional and ethical behavior, and actively participate in class discussions. Unexcused absences, tardiness, unprofessional and/or unethical behavior, and/or lack of preparation/participation may result in a reduction of the overall score for the course or remediation as assigned by the instructor. Any absences will require the completion of additional academic assignments. Two or more unexcused absences may result a loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion.

Theoretical Orientation Presentation (25%): Students will present a 15-20 minute PowerPoint presentation (with discussion) on a theoretical orientation of their choice. The presentation will provide a brief overview of the following assumptions of the theory: (1) assumptions of the approach, (2) key constructs, (3) conceptualization of problems (what constitutes a problem), (4) goals of therapy, (5) role of the therapist, (6) mechanisms of change (what ultimately needs to be transformed), (6) treatment strategies, and (7) model of health. In addition to content, students will be graded on the professionalism of their presentation (e.g., presence, speech, slides quality).

Specialty Area Presentation (20%): Students will present a 10-15 minute PowerPoint presentation (with discussion) on a specialty area of clinical psychology of their choice. The presentation will provide a brief overview of the specialty area including: (1) the population treated, (2) the settings/communities, (3) the treatment modality applied considering efficacy and theoretical orientation, (4) goals of therapy, and (5) role of the therapist. In addition to content, students will be graded on the professionalism of their presentation (e.g., presence, speech, slides quality).

Individual Supervision Meetings (5%): Students are expected to meet individually with the instructor at least once during the semester to discuss professional goals, professional development issues, and for academic advising.

Shadowing experience: Students will shadow a psychologist at a psychological assessment and/or treatment site for at least two hours. The site must be approved by the professor. During and after shadowing, the student will consider the following: 1) What is the mission of the site, the services it provides, and to whom, 2) what is the role of the psychologist at the site, 3) what are some likely ethical and diversity issues that may arise at the site, and 4) why does that site make for a fulfilling career in clinical psychology?

a. **Shadowing experience reflective paper (25%):** This paper provides students with an opportunity to develop their written expression skills through self-examination, integration of ideas, and critical thinking. Each paper should be no longer than three pages long, double spaced, and set in APA format.

b. **Shadowing experience presentation (10%):** The elements of the paper will be presented to classmates in a 10-15 minute PowerPoint presentation (with discussion) incorporating professional considerations and responsibilities of the psychologist they shadowed at the sites they visited. In addition to content, students will be graded on the professionalism of their presentation (e.g., presence, speech, slides quality).

Grading

Project/Assignment	Percent of grade
Attendance, Class Preparation/Discussion	15%
Theoretical Orientation Presentation	25%
Specialty Area Presentation	20%
Individual Meeting	5%
Shadowing experience	35%
Total:	100%

Grading Scale

80% or above = CR (Credit; Course is passed)
 Below 80%= NC (No Credit; Course is failed)

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign

online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu 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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the

institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Course Schedule:

Date (Class)	Class Activities	Assignment Due Next Class
1/11 (1)	Review Syllabus and Course Practicum & Internship Presentation - Drs. Chun and Philhower	
1/18 (2)	MLK Holiday	
1/25 (3)	Shadowing Introduction Theoretical Orientation assignment discussion Literature Search presentation	Read assigned article-- Link, M., Jankowski, K., Wichniak, A., Jarema, M., & Wykes, T. (2019) Research possible shadowing sites
2/1 (4)	Literature Search discussion Discuss site visit options with advisor	Prepare discussion items
2/8 (5)	Ethics, diversity, Marianist values review	Prepare theoretical presentations
2/15 (6)	Theoretical orientation presentations	Prepare theoretical presentations
2/22 (7)	Theoretical orientation presentations	Prepare theoretical presentations
3/1 (8)	Theoretical orientation presentations	Prepare specialty area presentations
3/8 (9)	Specialty area presentations	Prepare specialty area presentations

3/15 (10)	Specialty area presentations Schedule individual supervision meetings	Prepare specialty area presentations
3/22 (11)	Specialty area presentations	Prepare discussion items
3/29 (12)	Ethics, diversity, Marianist values review	Prepare site visit papers & presentations
4/5 (13)	Site visit presentations	Prepare site visit papers & presentations
4/12 (14)	Site visit presentations	Prepare site visit papers & presentations
4/19 (15)	Site visit presentations	Prepare discussion items
4/26 (16)	Semester/year review	