



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'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8310

Course Title: Advanced Practicum Seminar I

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall, 2020

Course Credits: 01

Class Meeting Days: Tues. or Wed

Class Meeting Hours: 4:15 – 5:35pm

Class Location: Brogan 101

Instructor Name: Jeffrey D. Stern, PhD

Email: jeffrey.stern@chaminade.edu

Phone: 808.739.7427

Office Location: Behavioral Sciences 115

Office Hours: M: 7-9am & 2-4pm; T: 9-11am; W: 7-9am; and by appointment

University Course Catalog Description and Overview

This seminar is composed of a small group of students who are enrolled in an advanced practicum with the intent of gaining additional experience beyond the required practica. In addition to the required hours working at the assigned training site, students enrolled in advanced practicum meet regularly with a faculty member for additional supervision and consultation.

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'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 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'eau 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'eau 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'eau ('Ōlelo No'eau 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'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP 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 refine their understanding of ethical-legal issues in clinical practice. (Competency 1)
2. Students will improve skills in clinical interviewing, assessment, case conceptualization, and treatment planning. (Competency 7, 8)
3. Students will improve their ability to self-reflect, think critically, communicate their ideas and use feedback from both peers and supervisors. (Competency 2, 3)
4. Students will generate diversity-informed problem formulations and action plans in supervision. (Competency 4, 10)
5. Students will improve their ability to evaluate therapies from a scientific and research-based perspective. (Competency 5, 6)
6. Students will enhance their understanding and application of theory and practice with diverse populations. (Competency 4, 11)

Required Learning Materials

Required Textbooks

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th Edition*. Washington DC: APA.

Required Readings for Evidence-Based Practice

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285.

Ashmore, J., et al. (2019). Evaluating the effectiveness and implementation of evidenced-based treatment. *American Psychologist, 74*(4), 459-473.

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist, 63*(3), 146-159.

Krebs, P., Norcross, J. C., Nicholson, J. M., & Prochaska, J. O. (2018). Stages of change and psychotherapy outcomes: A review and meta-analysis. *Journal of Clinical Psychology, 74*, 1964-1979.

La Roche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported to evidence-based practice: A cultural perspective. *Professional Psychology: Research and Practice, 40*(4), 396-402.

Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2017). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology, 74*, 385-397.

Norcross, J. C. & Wampold, B. E. (2018). A new therapy for each patient: Evidence-based relationships and responsiveness. *Journal of clinical psychology, 74*, 1889-1906.

Course Requirements

Exams and evaluations:

Grading will be based on attendance, peer consultation, a case presentation, and class participation.

Attendance/Participation (15%) – Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Points will be determined on the impression gained of the depth and diligence of your reading and thinking on the subject matter. No more than two absences are permitted. A third absence will require extra work. More than three absences may result in loss of credit for the course. Students should be in class on time and chronic tardiness will also result in a reduction of the attendance grade. Assignments must be submitted on time. Late assignments may lose 10 percent of their grade per day late.

Peer Consultation (25%) - Students will offer respectful, thoughtful, and critical feedback of the cases that are presented as a means of providing peer supervision. In addition, the peer supervisors are encouraged to discuss and provide observations of the therapeutic process in order to empower and support their peers as evolving clinicians.

CCP (60%) - Each student will give a Clinical Case Presentation (CCP) on an ongoing assessment or therapy case from their practicum site. In addition to a 30-minute case presentation (multimedia), students will be required to submit a written report. A rubric for the CCP can be found in the 2020-21 HSPP Training Manual. The CCP presentation and report should include a focused, comprehensive case summary, including case conceptualization, treatment goals and measurement of progress, diversity considerations, and process analysis.

Grading Requirements

Project/Assignment	<i>% of Grade or Point Value (instructor to decide this)</i>
Attendance/Participation	15%
Clinical Case Presentation (CCP)	60%
Peer Consultation	25%

Grading: Credit/No Credit

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82); Passed – Credit given

C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\geq 69); Failed – No credit given

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.

Late Work: Late work will be accepted but 1 point will be deducted for every day it is late, up to 7 days, after which no credit will be given unless an extension has been granted.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/26 or 27	Practicum Orientation/ Introductions; site introductions		
2	9/2 or 3	Peer consultation – brief case presentation	APA Presidential Task force on Evidence-Based Practice, 2006	
3	9/9 or 10	Peer consultation – brief case presentation	Kazdin, 2008	
4	9/16 or 17	Peer consultation – brief case presentation		
5	9/23 or 24	Peer consultation –case presentation	Krebs, et al.2018	
6	9/30 or 10/1	Peer consultation –case presentation	LaRoche & Christopher, 2009	
7	10/7 or 8	Peer consultation – case presentation	Ashmore et al., 2019	
8	10/14 or 15	Peer consultation – case presentation	Norcross, Sayette, & Pomerantz, 2017	
9	10/21 or 22	Peer consultation – case presentation		
10	10/28 or 29	Peer consultation – case presentation	Norcross & Wampold, 2018	

11	11/4 or 5	Peer consultation – case presentation		
12	11/11 or 12	Peer consultation - CCP		CCP written report
13	11/18 or 19	Peer consultation - CCP		CCP written report
14	11/25 or 26	Peer consultation - CCP		CCP written report
15	12/2 or 3	Peer consultation - CCP		CCP written report
16	12/9 or 10	Final Fall meeting		CCP written report still accepted for credit

Note: Additional and/or alternate readings/chapters may be assigned and will be provided online prior to the date the material is covered. Additionally, this course schedule is subject to change based upon the needs of students, progress, and availability of resources.