



**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](http://www.chaminade.edu)

**Course Number:** PP8203

**Course Title:** Practicum III

**Department Name:** Hawai'i School of Professional Psychology

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

**Term:** Fall 2020

**Course Credits:** 03

**Class Meeting Days:** Tuesdays, 4:15pm – 5:35pm

**Class Meeting Hours:** 20

**Class Location:** Brogan 103

**Instructor Name:** Lianne Philhower, PsyD, MPH, DBTC

**Email:** lianne.philhower@chaminade.edu

**Phone:** 808.739.7429

**Office Location:** Kieffer 4

**Office Hours:** Tuesday 9:30am – 11:30am, Thursdays & Fridays – By Appointment

### **University Course Catalog Description and Overview**

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and Practicum II) will focus on assessment issues and the second year on psychotherapy (Practicum III and Practicum IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

### **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

- Students will practice and refine their therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, interviewing and history gathering). (*Competency 8*)
- Students will refine their clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (*Competency 7 & 8*)
- Students will further develop and refine their theoretical orientation for case conceptualization and intervention. (*Competency 8*)
- Students will increase their awareness and understanding of diversity issues and refine ability to apply awareness to all aspects of the therapeutic process. (*Competency 4, 8, & 11*)
- Students will Increase their awareness of ethics and professional behavior as they relate to the application of knowledge and skills in real world settings. Students will consider potential ethical relevancies and professional responses as they apply to the practicum experience. (*Competency 1, 3, & 11*)
- Students will critically examine and evaluate different aspects of their and their peers' therapeutic cases (i.e., diversity factors, case conceptualization, ethics, treatment planning) (*Competency 8 & 9*)
- Students will utilize and provide constructive peer feedback to further develop their theoretical orientation and therapeutic skills. (*Competency 2, 3, & 10*)

### Required Learning Materials

#### Required Textbooks

Eells, T.D. (2015). *Psychotherapy case formulation*. Washington, DC: APA. ISBN: 978-1-4338-2010-6

#### Required Readings

APA (2015). *Guidelines for the psychological practice with transgender and gender nonconforming people*.

Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>

APA (2017a). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from

<https://www.apa.org/ethics/code/ethics-code-2017.pdf>

APA (2017b). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*.

Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf> APA (2018). *Guidelines for psychological practice with girls and women*.

- APA (2018). APA guidelines for psychological practice with boys and men. Retrieved from: <https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf>
- APA (2020). Video: Racism in America. <https://www.apa.org/education/undergrad/diversity>
- Calvert, F. L., Deane, F. P., Crowe, T. P., & Grenyer, F. S. (2018). Supervisor perceptions of relational competence: Core components and developmental considerations. *Training and Education in Professional Psychology, 12*(3), 135-141.
- Department of Commerce and Consumer Affairs. (2013a). *Hawaii administrative rule—Title 16, Chapter 98. Psychologists and amendments*. Retrieved from [http://cca.hawaii.gov/pvl/files/2013/08/har\\_98-c2.pdf](http://cca.hawaii.gov/pvl/files/2013/08/har_98-c2.pdf)
- Hawaii School of Professional Psychology at Chaminade University of Honolulu (2020). Clinical Training Manual
- Rosner, R. I. (2018). History and the topsy-turvy world of psychotherapy. *History of Psychology, 12*(3), 177-186.
- Sommers-Flanagan J. & Shaw, S. L. (2017). Suicide risk assessment: What psychologists should know.

## **Course Requirements**

### ***Instructor's Assumptions***

- *Learning is a shared responsibility.*
- *There is a positive correlation between one's involvement and one's learning.*
- *There are many truths and many perspectives; all are useful in developing self-awareness and awareness of the possible other points of view.*

### **1. Attendance and Participation**

It is expected that the student be respectful and sensitive towards their peers and themselves. Given the course's focus on didactic, discussion, participation, and especially experiential learning, the student is expected to attend all classes and be on time. It is also expected that the student will inform me ahead of time if he or she will be late or absent for a class. If the student is tardy or misses a class, he or she is responsible for finding out what material was covered in addition to making up missed work. I encourage you to consult with me to review material missed and for make-up work. Additionally, a student who is chronically tardy may need to repeat the Seminar. A student who misses 3 or more classes may be required to repeat the Seminar.

### **2. Clinical Development Paper**

Each paper should be no longer than 3 pages, double spaced, and set in APA format. Provide a narrative of your professional development thus far and your current theoretical assumptions about the change process. This paper provides you with an opportunity for self-examination, integration of your ideas, and exploration of your intervention practicum experiences and training.

### **3. Vignette**

One brief, 30-minute case vignette presentation of a client case will be required. A Guideline will be handed out in class for your own preparation.

### **4. Peer Supervision**

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.

**Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials:** It is anticipated that in the course of students' graduate education, they will have a variety of emotional experiences and reactions to didactic lectures, discussion of psychodiagnostics and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility. While students are encouraged to share or discuss their experiences as appropriate, self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable. It is expected that such self-disclosure is purely voluntary and should take place in a supportive and non-intrusive context. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict what is expected.

Throughout this course, self-disclosure will be considered voluntary. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.

**Grading Criteria**

<b>Project/Assignment</b>	<b>% of Grade</b>
<b>Attendance &amp; Participation</b>	10%
<b>Clinical Development Paper or Research Article Review</b>	30%
<b>Case Vignette</b>	30%
<b>Peer Supervision</b>	30%
<b>Total</b>	100%

Students will either receive a Pass or Fail grade at the end of the practicum training year. A grade of *Fail* (NC or No Credit) may be given if the student has 2 or more unexcused absences in a single term. A grade of *Pass* (CR or Credit) is given if the final grade average is 80% or better. A Grade of *Incomplete* may be given to a student who is experiencing hardship. The student will be responsible for discussing his or her need for an incomplete grade with the facilitator and submitting the necessary paperwork two weeks prior to the end of the term or academic year for Practicum IV.

**Grading Requirements:**

<b>Pass/CR</b>	100 – 80
<b>Fail/NC</b>	79 and below

**Class Format**

This course will utilize a combination of didactic, discussion, presentations, and experiential formats. Students are required to actively participate in each class.

**Course Policies**

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor at lianne.philhower@chaminade.edu, discussed in-person, and phone or video conferences can be arranged. Response time will take place within 48 hours of receipt of communication.

**Cell phones, tablets, and laptops:** Out of consideration for your professor and classmates, please set your cell phone to silent mode during class. Students are encouraged not to use laptops or tablets excessively during on-

campus class time as this is an intervention course and much of the work will require active participation in the practice of CBT therapeutic intervention and discussion. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

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.

**Late Work Policy:** All assignments are due as indicated by the assessment description above and course schedule that follows. Late assignments will result in a 10% deduction for each day the assignment is late.

**Grades of "Incomplete":** An "incomplete" grade may be requested a week prior to the last class day. The granting of an "incomplete" grade is determined by the professor, based on the student's course performance prior to the request, and at the sole discretion of the professor. Students are encouraged to bring up concerns regarding completion of the course requirements prior to the 14<sup>th</sup> week of class and as soon as possible.

**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, 7<sup>th</sup> 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.

## FALL 2020 COURSE SCHEDULE

<b>08/25</b>	Welcome! Goals and Review of Practicum Placements <b>Reading:</b> Syllabus; Rosner (2018)
<b>09/01</b>	Preparation for the Clinical Case Vignette <b>Reading:</b> CUH (2020) Clinical Training Manual; Eells: pp. 1 – 12
<b>09/08</b>	Ethical Issues in Therapy <b>Reading:</b> APA (2017a) Ethical Principles of Psychologists; Eells: pp. 13 – 30
<b>09/15</b>	Video: Racism in America <b>Reading:</b> Eells: pp. 31 – 52, APA (2020)
<b>09/22</b>	Diversity Issues in Therapy <b>Reading:</b> APA (2018). APA guidelines for psychological practice with boys and men.
<b>09/29</b>	<b>CASE VIGNETTE 1:</b> <b>Reading:</b> APA (2018). Guidelines for psychological practice with girls and women.
<b>10/06</b>	<b>CASE VIGNETTE 2:</b> <b>Reading:</b> APA (2015).
<b>10/13</b>	<b>CASE VIGNETTE 3:</b> <b>Reading:</b> Calvert (2018); Eells: pp. 53 – 66
<b>10/20</b>	<b>CASE VIGNETTE 4:</b> <b>Reading:</b> DCCA (2013) HAR: Title 16, Chapter 98; Eells: pp. 67 – 80
<b>10/27</b>	<b>CASE VIGNETTE 5:</b> <b>Reading:</b> Sommers-Flanagan & Shaw (2017) Suicide Risk Assessment
<b>11/03</b>	<b>CASE VIGNETTE 6:</b> <b>Reading:</b> Eells: pp. 81 – 168
<b>11/10</b>	<b>CASE VIGNETTE 7:</b> <b>Reading:</b> Eells: pp. 169 – 182
<b>11/17</b>	<b>Reading:</b> APA (2017b). Multicultural guidelines
<b>11/24</b>	Professional Development and Understanding of Change Process, <i>Papers Due</i> Preparation for CCEs
<b>12/01</b>	Theoretical Orientation Discussion and Exploration Scheduling CCE Presentations for next term
<b>12/08</b>	Wrap Up Session