



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`alae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7373

Course Title: Integrative Assessment

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2020

Course Credits: 3.0

Class Meeting Days: Tuesday, Henry Hall, Room 223

Class Meeting Hours: 8:45 AM—11:45 AM

Instructor Name: Steven J. Choy, Ph.D., Associate Professor

Email: steven.choy@chaminade.edu

Phone: 808.223.8483

Office Location: Office Rm 104, Behavioral Sciences Building

Office Hours: Tuesdays 1:00pm to 4:00pm

Thursdays 9:00am to 12:00pm

Other Days and Time By appointment

Teaching Assistants Names: Jodie Gerson

Email: Jodie.gerson@student.chaminade.edu

Phone: (702) 521.7582

University Course Catalog Description

This course provides training in the Integrative Assessments of patients seen in the students' diagnostic practicums. Topics covered include general principles and issues in Integrative Assessment and provides training in the integration of the results of cognitive/learning tests, objective personality/emotional tests, and projective tests with the relevant patient background data, clinical and behavioral presentation, family and social history, and the collateral data necessary to complete a comprehensive integrative assessment of the patient's psychosocial functioning and the development of evidence based recommendations. The class includes laboratories in which the analysis and the interpretation of the patient's domains of psychosocial functioning skills can be practiced.

Course Overview

This course builds skills in integration of assessment data, communication of results toward answering specific questions, and development of evidence-based treatment recommendations. Review of assessment data include cognitive/learning tests, Objective personality/emotional tests and projective tests with data from the clinical interview and mental status examination, clinical and behavioral presentation, relevant patient background information, family and social history and any necessary collaborative data. The course will also focus on the utilization research data to assist in the analysis of the patients' psychological functioning and the development of patient-specific evidence based recommendations.

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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 (Hawaiian 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'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

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 patients.
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.

Learning Outcomes

This course builds on the skills and knowledge base acquired in the Assessment course series. The primary foci of the course in terms of Integrative Assessment are:

1. Students demonstrate the ability to administer, score, and interpret the results obtained from psychological testing instruments using cognitive/learning, objective personality/emotional and projective tests, and integrate this data with other assessment measures as well as behavioral and qualitative information, into well-written evidence integrated psychological report format. These reports are consistent with professional and ethical standards and effectively assess and conceptualize the strengths and problems of patients from diverse and marginalized populations. (Competency 2, and 7)
2. Enhanced understanding of test development and measurement theory as these affect validity and reliability issues related to specific populations. Students demonstrate the ability to critique, draw conclusions from, and apply this body of knowledge and methods when investigating clinical phenomena and in the practice and science of psychology. (Competency 2, 5, 7)
3. The integration of test results and other patient information into an accurate, coherent understanding of the patient. (Competency 6)
4. The effective use of an integrated assessment approach in treatment planning. Students demonstrate the ability to consider, judge, select, and apply appropriate evidence-based psychotherapeutic techniques during relevant courses and practica by comparing and contrasting therapeutic options, defending and analyzing their selections, and implementing their choices appropriately with diverse patients. (Competency 8)
5. The necessary critical thinking skills to integrate test results, interview data and history into a meaningful understanding of the patient. The Students will demonstrate the ability to critique, draw conclusions from,

and apply this body of knowledge and methods when investigating clinical phenomena and in the practice and science of psychology. (Competency 3, 5, 6)

6. An understanding of the legal and ethical issues and pitfalls associated with conducting psychological evaluations. Students demonstrate an understanding of the APA Code of Ethics as the Code applies to students, staff, and faculty, and during all courses and practica, by anticipating ethical dilemmas, considering potential solutions to them, and initiating consultation as needed to propose and execute ethical solutions. (Competency 1)
7. An understanding of diversity issues that impact on integrated assessment process and outcome. Students will demonstrate the necessary knowledge and skills for working with diverse patients (broadly defined to include issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social-economic status) in both course work and at training sites. Students demonstrate an appreciation for the impact of individual and cultural diversity on assessment methods and therapeutic interventions used with their patients in coursework, CCEs, and at training sites. (Competency 4, 6, 7)
8. Develop research in integrative assessments and develop teaching skills. (Competency clie6)
9. Provide consultation on the results and impact of the Comprehensive Integrative Assessment Report to assist in treatment development and case decisions. (Competency 2, 8, 9, 10).
10. Provide reflective supervision/feedback on other students' integrative assessment reports (Competency 10)

Course Components

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in this course that students may experience a variety of emotional experiences and reactions to assignments, didactic lectures, and/or discussions of psychotherapy clinical case materials. Being in contact with one's 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. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. However, the self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While appropriate self-disclosure is encouraged, such disclosure is voluntary. Requirements or pressure on the part of the instructor or fellow students on individuals to share such emotional experiences when they are unwilling to do so is not appropriate. 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.

Diversity Component

Diversity will be addressed as a broad construct to include issues related to age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality. Diversity will be incorporated into didactic and applied learning in this course. Students are encouraged to reflect on their personal and professional biases, preferences, and expectations regarding diversity as a means of refining and strengthening professional competence and skill in psychodynamic therapy.

Critical Thinking Component

Students will be encouraged and supported to apply critical thinking skills (i.e. deductive and inductive reasoning skills, logic, judgment, reflection, and questioning) when assessing, conceptualizing, evaluating, and discussing complex constructs and clinical cases throughout this course.

Ethics and Professional Behavior Component

Throughout the course students will be expected and encouraged to discuss ethical and legal issues that emerge within the framework of conducting psychodynamic therapy. Classroom discussions will be used to further the understanding and development of ethical principles and professional behavior of students, specifically involving clinical practice.

Required Textbooks

American Psychiatric Association. (2013). **Diagnostic and Statistical Manual of Mental Disorders, (5th Ed)**. Washington, D.C.: APA. ISBN-13: 978-0-89042-555-8

Harwood, M., Beutler, L. & Groth-Marnat, G. (2011). **Integrative assessment of adult personality (3rd Ed)**. New York: Guilford. ISBN-13: 978-1-60918-650-0 (**Suggest renting rather than buying**)

Morrison, J. (2014). **Diagnosis made easier: Principles and techniques for mental health clinicians, Second Edition**. Guilford. ISBN-13: 978-1462529841

Schneider, W. J., Lichtenberger, E. O., Mather, N. & Kaufman, N. (2018). **Essentials of assessment report writing, Second Edition**. Hoboken, NJ: Wiley. ISBN-13: 978-1119218685

Zuckerman, E. L. (2019). **The Clinician's Thesaurus (8th Ed)**. New York: Guilford. ISBN-13: 978-1462538805.

Additional Required Journal Readings:

Borden, K. (2017). Contemporary Assessment Practices Part 1: General and Diversity Issues. *Professional Psychology: Research and Practice*, 48, 2, 71–72.

Borden, K. (2017). Contemporary Assessment Practices Part 2: Special Populations, Settings, and Methods. *Professional Psychology: Research and Practice*, 48, 4, 225–226.

Bottini, S. Polizzi, C., Vizgaitis, A. and Ellenberg, A., and Krantweiss, A. (2019). When Measures Diverge: The Intersection of Psychometric Instruments and Clinical Judgment in Multimodal Adult Attention-Deficit/Hyperactivity Disorder Assessment. *Professional Psychology: Research and Practice*, 50, 6, 353–363.

Contador, I., Fernandex-Calvo, B., Cacho, J., Ramos, F., Lopez-Rolon, A. (2010). Nonverbal memory tasks in early differential diagnosis of alzheimer's disease and unipolar depression. *Applied Neuropsychology*, 17, 251-261.

Choy, S. J. and Dodd, D. (1976). Standard-English-Speaking and Nonstandard Hawaiian- English-Speaking Children: Comprehension of Both Dialects and Teacher's Evaluations. *Journal of Educational Psychology*, 6, 2, 184-193.

Dakwar, E., Nunes, E., Bisaga, A., Carpenter, K., Mariani, J., Sullivan, M., Raby, W., Levin, F. (2011). A comparison of independent depression and substance-induced depression in cannabis-, cocaine- and opioid-dependent treatment seekers. *The American Journal on Addictions*, 20, 441-446.

Grzadzinski, R., Martino, A., Brady, E., Mairena, M., O'Neale, M., Petkova, E., Lord, C., Castellanos, F. (2011). Examining autistic traits in children with ADHD: Does the autism spectrum extend to ADHD. *Journal of Autism Developmental Disorder*, 41, 1178-1191.

King, C., Heilbrun, K., Kim, N., McWilliams, K., Phillips, S., and Barbera, J. (2017). Tablet Computers and Forensic and Correctional Psychological Assessment: A Randomized Controlled Study. *Law and Human Behavior*, 41, 5, 468–477.

- Kuncel, N., Klieger, D., Connelly, B., Ones, D. (2013). Mechanical Versus Clinical Data Combination in Selection and Admissions Decisions: A Meta-Analysis. *Journal of Applied Psychology*, 98, 6, 1060–1072.
- Laher, S. and Cockcroft, K. (2017). Moving From Culturally Biased to Culturally Responsive Assessment Practices in Low-Resource, Multicultural Settings. *Professional Psychology: Research and Practice*, 48, 2, 115–121.
- Lobbestael, J., Leurgans, M. and Arntz, A. (2011). Inter-rater reliability of the structured clinical interview for DSM-IV Axis I disorders and Axis II Disorder (SCID II). *Clinical Psychology and Psychotherapy*, 18, 75-79.
- Luxton, D., Pruitt, L., and Osenbach, J. (2014). Best Practices for Remote Psychological Assessment via Telehealth Technologies. *Professional Psychology: Research and Practice*, 45, 1, 27–35.
- Parsons, T. and Phillips, A. (2016). Virtual Reality for Psychological Assessment in Clinical Practice. *Practice Innovations*, 1, 3, 197–217.
- Sellbom, M., Tellegen, A. (2019). Factor Analysis in Psychological Assessment Research: Common Pitfalls and Recommendations. *Psychological Assessment*, Advance online publication <http://dx.doi.org/10.1037/Pas0000623>.
- Solomon, D., Heck, N., Reed, O., Smith, D. (2017), Conducting Culturally Competent Intake Interviews With LGBTQ Youth. *Psychology of Sexual Orientation and Gender Diversity*, 4, 4, 403–411.
- Spengler, P. and Pilipis, L. (2015). A Comprehensive Meta-Reanalysis of the Robustness of the Experience - Accuracy Effect in Clinical Judgment. *Journal of Counseling Psychology*, 62, 3, 360–378.
- Stewart, R., Tuerk, P., Metzger, I. and Davidson, T., and Young, J. (2016). A Decision-Tree Approach to the Assessment of Posttraumatic Stress Disorder: Engineering Empirically Rigorous and Ecologically Valid Assessment Measures. *Psychological Services*, Vol. 13, No. 1, 1–9.
- Trent, E., Zamora, I., Tyree, A., and Williams, M. (2018). Clinical Considerations in the Psychological Assessment of Bilingual Young Children. *Professional Psychology: Research and Practice*, 49, 3, 234–246.

Additional Reference Textbooks (Available for borrowing from Dr. Steven J. Choy)

- Harwood, M., Beutler, L. & Groth-Marnat, G. (2011). **Integrative assessment of adult personality (3rd Ed)**. New York: Guilford. ISBN-13: 978-1-60918-650-0
- Morrison, James. (2014). **The First Interview, Fourth Edition**. New York: Guilford. ISBN-13: 978-1-4625-1555-4
- Morrison, James and Kathryn Flegel. (2016). **Interviewing Children and Adolescents, Second Edition**. New York: Guilford. ISBN-13: 978-1-4625-2693-2
- Weisz, J. and Kazdin, A. (2017). **Evidence-Based Psychotherapies for Children and Adolescents, Third Edition**. New York: Guilford. ISBN-13: 978-1-46252-269-9 New York: Guilford. ISBN-13: 978-1-46252-269-9

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel

processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Course Website:

Provide the link to your Canvas course site here. All course evaluations will be conducted via Canvas, so even if you are teaching face-to-face courses, your students will have to access the site.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Scholarly writing: 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 “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Course Polices and Requirements

This is a critical course in the clinical psychology curriculum and mastery of the course material is essential. Each student will be responsible for the following:

1. **Attendance and Assignments:** 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. Students should be in class on time. Any unexcused absences will minimally result in a deduction of 10% of max number of points for the final grade, and may result in the loss of credit for the course (two or more). The qualification of what is or is not excusable remains at the instructor’s sole discretion. It is the responsibility of the student to notify the instructor to request an excused absence prior to the absence or as soon as possible for illness. The student will also need to complete additional academic make-up work for any excused absences. All assignments need to be turned in on-time. Late reports will be penalized with a 10%

reduction of total points for **each** day the assignment is late. If you do not turn in an assignment, your course grade will be lowered by 10% of the total maximum of the final course points.

2. Submission of one complete integrated psychological evaluation using the data set from your practicum site (This reports may be written in your practicum site's format);
3. Completion of one Integrated Psychological Report with Mock Data and written in the course format;
4. Completion of one final integrated psychological report (written in the course format) with complete patient data set from your practicum site and case presentation;
5. Provision of meaningful written feedback on peer reports (on the case presentation);
6. Attend two labs to obtain assistance in writing the Mock Data (Group lab) and Final Integrative Report (Individual Lab);
7. Completion of all weekly readings and assignments;
8. Participation in class discussion;
9. Satisfactory completion of special setting/population reports & presentation;
10. Satisfactory performance on all exams.

Assignment Format:

1. **Practicum Site Format Integrative Report:** Report should be single-spaced, typed, utilizing a standard 12 point font size. Be sure to spell check and grammar check all reports. Also, insure that your name, due date and data set name (made-up patient name/provider name) is on each page. The report formats should be your practicum site's format.
2. **Final Integrative Report** This report needs to be in the course format. Due to the confidential nature of the data and reports presented in class, all identifying information needs to be changed/deleted before submission of the report. The reports need to be reviewed and signed by the course TA before submission of the report to ensure that each report and data does not have any patient identifying information. A report will not be not be accepted without the TA's signature. It is also the policy of HSPP that all reports and patient data be cleared of all identifying information if downloaded on any thumbdrive before removing from the diagnostic site.

You will need to let the instructor know as soon as possible if you will not be able to complete a Full Psychological Evaluation before you need to present your final report. If you are unable to complete a full evaluation by the time of your presentation, you will be provided with a set of protocol including interview data and all of the test data for you to write your Full Integrative Assessment for the class assignment.

3. **Raw Data:** For the complete data set, the raw data should include all test results and a history. Testing should include objective and projective personality measures and measures of intelligence and/or learning assessment. This should include completed protocols. For example, Rorschach data should include all responses, free association and inquiry, a structural summary and scores. Objective Personality Test results should include primary scales, customary supplemental scales, content scales and critical items. The raw data should include the referral question, presenting symptomology, a complete history and MSE results and clinical observations. Ensure that your data is available for your classmates on the date of your scheduled case presentation. Give your patient a fake name and triple check the data set to insure that the actual patient name or other clearly identifying information has been blocked out or changed. *Your report and data set will need to be reviewed and approved by the course TA before disseminating the report to the class members.* The TA may assist in copying and disseminating your report. It is the student's responsibility to obtain approval from the Course TA and to request copying assistance. No report will be accepted without the TA's approval and signature. The TA may assist in copying and disseminating your report. It is the student's responsibility to obtain approval from the Course TA and to request copying assistance.
4. **Report Feedback:** Feedback should be specific and should point out strengths and questions that may need to be answered for clarification of the report findings. Critical feedback is not simply a series of platitudes. The purpose is to provide your classmate with suggestions to improve the clarity or accuracy of the report and/or to present different viewpoints. You will use the "Format for Feedback" Form as presented in the course. This will assist you in developing your reflective supervision skills. All of the reports and test data are confidential and they will need to be turned in after the case presentation. The reviews will be returned to the presenter, who will be responsible for destroying the reports.

5. Oral Case Presentation: This presentation is essentially extemporaneous and should reflect your understanding of the case. This is an opportunity for you to verbalize your thinking process and provide a cogent and logical rationale for your formulation. Do not read your report, as your classmates will have a copy of your report. Follow the case presentation format as discussed in class. Plan on spending approximately 30 minutes for your presentation and another 10 minutes for questions and discussion. A grading matrix will be provided for the report and case presentation. A copy of the report needs to be available for each student in the class and 2 copies of the data set needs to be available during the presentation. A grading matrix will be provided for this IA report and case presentation.
6. Special Setting/Population Integrated Report/Presentation: This report and presentation will focus on integrated psychological reports for special setting/population groups. The special setting/population needs to be chosen by the 4th class. No student will be able to choose the same area as another student. The reports should include: 1. Type of referral questions; 2. Type of special psychological tests used; 3. Any ethical and diversity issues with special group; 4. Type of collateral interview and information specific to population; 5. Type of Diagnosis usually associated with population; 6. Type of Recommendations usually made with population; and 7. Who usually reads reports – special considerations for writing style. The paper should include at least 3 scientific *journal article* references from respected journals in the area of related fields. Each student will have 30 minutes to present their paper with 5 minutes for Questions and Answers. A grading matrix will be provided for this project.
7. Mid-Term in Class Examination: The mid-term will include information on all lectures/discussions and reading materials during the first half of the course. The format of the exam will include T/F, multiple choice-best answer, short answer/essay, and case conceptualization, diagnosis, and recommendations. The exam will be open book and lecture notes.
8. Final in Class Examination: The final examination will be the completion of a comprehensive integrated psychological assessment using a provided data set at the day of the examination. The report will need to be written in the course format. You will be able to use the course textbooks, class lectures and handouts and psychological tests reference books (cognitive/learning, Objective Personality/emotions and Projective tests) during the examination to assist in your completion of the written report. You will have the entire 3 hours to complete the written evaluation.

Grading Criteria

Project/Assignment	Weighted Percentage of Final Grade *
Complete one Integrated Report using site format	CR/NC
Written Feedback to Peers	CR/NC
Mid-Term Exam	20%
Integrated Written Report with Mock Data	20%
Paper Special Settings/Population	10%
Final Integrated Report from site written in course format; Complete Data Set and Case Presentation	25%
Final Exam: Complete a Fully Integrated Psychological Assessment Report with data obtained at the day of the exam	25%
Total	100%

***Because this is a mastery level course you will need to turn in all of your assignment. If any of the assignments are missing or you have a NC on the CR/NC areas, there will be a 10% deduction from your final points for your grade for each missing report. You will still need to complete the assignment to get credit for the course.**

You will also need to complete the Final Integrative Assessment Report with an 80% or better to pass the course. If you do not receive at least an 80%, you will receive an incomplete progressing and will have 2 additional

opportunities to obtain at least 80% or you will not be able to pass the course. A Remediation plan will be developed with the student to assist them in obtaining at least an 80%.

Grading Scale:

The course is conducted in a mastery format; therefore, grades will not be curved. In order to pass this course, you must have 80% or higher for the total of all weighted points, and an 80% or better on your Final Integrative Assessment Report. An Incomplete Grade may be given to a student at the discretion of the instructor. The student will be responsible for discussing his/her need and petitioning for an incomplete grade. The student is also responsible for submitting the necessary paperwork in a timely fashion.

Grades are calculated from students' daily work, class participation, quizzes, tests, presentations, reports, and final exams. Grade point equivalents (and grading scale values) and grade descriptors are presented below.

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)
C	2.00 (70-79); Failed No credit given
F	0.00 (\geq 69); Failed - No credit given
W	Withdrawal before published deadline
I	Incomplete; The issuance of an "I" is at the discretion of the instructor. The grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 90 days).

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 will take place up to two 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

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).

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, 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. 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

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Integrative Assessment Class Schedule*			
Date	Topics	Readings for next week	Comments
08/25/2020	-Overview of Course -Introduction to Integrated Assessments	Review Integrative Assessment: Ch. 1 Lecture Notes Clinician's Thesaurus: pp. 19 to 110 Spengle (2015)	
09/01/2020	-Integrative Clinical Interview -Review of Data Sets -Dealing with relevant background data -Clinical and Behavioral Observations,	Review Integrative Assessment: Ch. 4 Lecture Notes Clinician's Thesaurus: PP 121-245 Journal Lobbestael (2011); Bottini (2019)	
09/08/2020	-Response to Examination, -Presentation of Self -Psychometrics/Test & Measurement -Criteria for Test Selection	Review Integrative Assessment Lecture Notes Ch. 2; and Ch. 4 to 10 Clinician's Thesaurus: pp 158 to 175 Journal Contador (2010) Kuncel (2013)	
09/15/2020	-Assessment of Learning -Use of Cognitive, Objective and Projective Tests	Review Integrative Assessment Lecture Notes Ch. 2 and 3 and Reference 6 & 10) Clinician's Thesaurus: Continue pp 158 to 175 Journal Stewart (2016) Trent (2018)	Choice of Special Setting topic due
09/22/2020	<u>Assessment Integration Process-Overview</u> -Assessment of domains of functioning -Integration of relevant background data -Integration of clinical interview and behavioral observation data -Integration of test data -Dealing with inconsistent data	Review Integrative Assessment Lecture Notes Ch. 13 DSM-5: Review the DSM-5 Diagnosis Made Easier: Part III Clinician's Thesaurus: Part I, #6 Journal Dakwar (2011); Grzadzinski (2011); Sillborn (2019)	Mock Case Data provided for review Schedule Lab for writing Mock case

Date	Topics	Readings for Next Week	Comments
09/29/2020	<ul style="list-style-type: none"> -Reason for Referral -Source of Information -Choosing of Psychological Tests & Assessment Domains Group Activity Integrative Process -Main & Branching Referral Questions -Referral's expected areas of recommendations -Goals for the Psychological Evaluation -Patient's understand of purpose of evaluation and possible secondary motives for completing evaluation 	Review Integrative Assessment Lecture Notes Ch. 14 Clinician's Thesaurus: Part II, C. Essentials Report Writing: All Review HSPP Assessment Report Template	Schedule Lab for writing Mock case
10/06/2020	<ul style="list-style-type: none"> -Integration of Relevant Background Information (Group Activity) -Diagnosis – DSM-5 -Organization of Data Sets -Cultural & Diversity Issues (Group Activity) 	Review Group Activities Clinician's Thesaurus: Part I Journal Borden(2017) Part 1, and 2 Choy (1976); Laher (2017); Soloman (2017)	
Week of 10/06 to 10/27/2020	<u>Lab I Week to work on Mock Integrative Assessment Report</u> (Small Group Labs)	Review Essentials Report Writing Review Assessment Template Review Group Activities Clinician's T: Part II & III Journal: Parson (2016); King (2017); Kuxton (2014)	Attend Lab with TA to work on Mock Integrative Report
10/13/2020	<ul style="list-style-type: none"> -Ethical Considerations in Psychological evaluations (Group Activity) -Safety Issues (Suicide and Violence Risk) -Prognosis -Measuring Change -Formulation -Recommendations (Group Activity) -Strength Based Reports 	Prepared for Mid-Term Examination Review Handouts Review HSPP Assessment Report Template Clinician's T: Part III	
10/20/2020	<ul style="list-style-type: none"> -HSPP Integrated Assessment Report Format -Interpretation of IA report to Patient -Review of Sample IA Report -Case Presentation Process -Reflective supervision 		
Date	Topics	Readings for Next Week	Comments

10/27/2020	Mid-Term Examination	Prepare for Special Setting Report Presentation	In Class; Open Book
11/03/2020	<u>Review Mid-Term Examination</u> <u>Special Setting Report Presentation</u> (See Handout for types of settings and/or Mental Disorders)	Prepare for Special Setting Report Presentation	<u>Mock Integrated Report Due</u> Special Setting Written Report and Powerpoint handouts due at the time of presentation
11/10/2020	<u>Special Setting Report Presentation</u> (See Handout for types of settings and/or Mental Disorders)	Set-up individual consultation on your final integrative assessment report.	Special Setting Written Report and Powerpoint handouts due at the time of presentation
11/17/2020	<u>Class Break Between Presentations</u>	No Class. Work on Final Integrative Assessment Report and Attend Lab	
Individual Labs with TA held between 11/17/2020 to 11/24/2020	<u>Lab II Week to work on Final IA Report and Presentation</u> (Individual Lab with TA)	Prepare for Final Integrative Assessment report and presentation.	Attend Lab with TA to work on Final IA Presentation and Report
11/24/2020	<u>Student Final Integrated Report and Case Presentation and Discussion and Student Consultation Feedback</u> (See handout for site type)	Review Sample Integrative Assessment Reports Prepare for Presentation	Final Written Integrated Report Due with Complete Data Set at time of presentation Grading Result emailed to students after presentation to prepare for Final exam
12/01/2020	<u>Student Final Integrated Report and Case Presentation and Discussion and Student Consultation Feedback</u> (See handout for site type)	Prepare for Final Examination	Final Written Integrated Report Due with Complete Data Set at time of presentation Grading Result emailed to students after presentation to prepare for Final Exam
Date	Topics	Readings for Next Week	Comments

12/08/2020	Final Examination		<p>In Class Exam: Open Book, Class Handouts & Open Reference</p> <p>All remaining reports due in order to avoid incomplete grade</p> <p>Final Exam results will be email to you</p>
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**Subject to change. A written revised schedule if necessary will be given to students at the end of course*