



**Chaminade**  
**University**  
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

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

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

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

**Course Number:** PP7110-01-7

**Course Title:** Professionalization Group 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:** Monday

**Class Meeting Hours:** 1:00 PM - 2:00 PM

**Class Location:** TBA

**Instructor Name:** Robert M. Anderson Jr., Ph.D.

**Email:** robert.anderson@chaminade.edu

**Phone:** 808.739-7426

**Office Location:** Behavioral Sciences 109

**Office Hours:** Tuesday 2:00 PM – 4:00 PM; Thursday 1:00 PM – 4:00 PM; Friday 1:00 PM – 4:00 PM

The best way to reach me with questions is via email. I will attempt to respond to all email messages within two school days. I will do my best to provide feedback on tests within two weeks of submission. If you have questions or concerns, please do not hesitate to contact me.

### **University Course Catalog Description**

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

### **Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

Online as in class, students should communicate as they would in face-to-face encounters. They should respect one another and be open to the opinions of others. They should also honor the right to disagree. Comments should focus on the topics at hand. Assignments should be posted in a timely manner so that others have time to respond.

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: HSPC 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 be aware of and be prepared for their new roles as graduate students by understanding program, university, and degree expectations/requirements and by preparing for future writing, presenting, article review, collaboration, and peer support experiences. (Competency 2)
2. Students will develop self-reflection, self-management, and self-care skills to address academic, professional, and general life stressors. (Competencies 3)
3. Students will develop their awareness of diversity issues in clinical psychology. (Competency 4)
4. Students will develop a basic awareness of professional, philosophical, ethical, theoretical, and empirical issues in clinical psychology. (Competency 1)
5. Students will develop their knowledge of the applications of a variety of roles taken on by professional psychologists, including knowledge of various theoretical orientations practiced. (Competency 1 & 3)

### Required Learning Materials

#### Required Textbooks

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Yalom, Y. D. (2012). *Love's executioner: & other tales of psychotherapy*. (2<sup>nd</sup> ed.) Basic Books. ISBN: 9780465020119

#### Required Readings

- Aherne, D., Farrant, K., Hickey, L., Hickey, E., McGrath, L., & McGrath, D. (2016). Mindfulness based stress reduction for medical students: Optimizing student satisfaction and engagement. *BMC Medical Education*, 16(1), Article 209. <https://doi.org/10.1186/s12909-016-0728-8>
- American Psychological Association (2010). *Ethical principles of psychologists and code of conduct – 2012 Amendments*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Department of Commerce and Consumer Affairs. (1988, 1991). *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)
- Department of Commerce and Consumer Affairs. (n.d.). *Chapter 465: Psychologists*. Retrieved from [http://cca.hawaii.gov/pvl/files/2013/08/hrs\\_pvl\\_465.pdf](http://cca.hawaii.gov/pvl/files/2013/08/hrs_pvl_465.pdf)

- Department of Commerce and Consumer Affairs. (n.d.). *Chapter 436B: Professional and vocational licensing act*. Retrieved from [http://cca.hawaii.gov/pvl/files/2013/08/hrs\\_pvl\\_436b-8-17.pdf](http://cca.hawaii.gov/pvl/files/2013/08/hrs_pvl_436b-8-17.pdf)
- Pakenham, K. I., & Stafford-Brown, J. (2012). Stress in clinical psychology trainees: A review of current research and future directions. *Australian Psychologist, 47*, 147-155. <https://doi.org/10.1111/j.1742-9544.2012.00070.x>
- Peterson, R.L., Peterson, D.R., Abrams, J.C., and Stricker, G. (2006). The National Council of Schools and Programs of Professional Psychology Educational Model. *Training and Education in Professional Psychology, 51*, 17-36.
- Shavitt, S., Cho, Y. I., Johnson, T. P., Jiang, D., Holbrook, A., & Stavrakantonaki, M. (2016). Culture moderates the relation between perceived stress, social support, and mental and physical health. *Journal of Cross-Cultural Psychology, 47*(7), 956-980. <https://doi.org/10.1177/0022022116656132>
- Tomlinson, E.R., Yousaf, O., Vitterso, A.D., & Jones, L. (2018). Dispositional mindfulness and psychological health: A systematic review. *Mindfulness, 9*, 23-43.
- Walsh, R. (2011). Lifestyle and mental health. *American Psychologist, 66*(7), 579-592. <https://doi.org/10.1037/a0021769>

*Required Video:*

- Trask, H., Kame'eleihiwa, L., Blaisdell, K., & Osorio J. K. (2000). *Act of war: The overthrow of the Hawaiian nation*. Honolulu: Nā Maka oka 'Āina in association with Center for Hawaiian Studies, University of Hawai'i-Mānoa.

*HSPP Materials (available on program shared drive):*

- Hawai'i School of Professional Psychology at Chaminade University of Honolulu: CRP Manual  
Hawai'i School of Professional Psychology at Chaminade University of Honolulu: Clinical Training Manual  
Hawai'i School of Professional Psychology at Chaminade University of Honolulu: Program Catalog  
Hawai'i School of Professional Psychology at Chaminade University of Honolulu: Study Plan

**Course Requirements**

**Attendance, Participation, Reading Checks:** Students are expected to attend every class and professional colloquium, arrive on time, complete all assigned readings, exhibit professional and ethical behavior, and actively participate in class discussions. Unexcused absences, tardiness, unprofessional and/or unethical behavior, and/or lack of preparation/participation may result in a reduction of the overall score for the course or remediation as assigned by the instructor. Any absences will require the completion of additional academic assignments. Two or more unexcused absences may result in loss of credit for the course. Reading checks will be performed to assess students' compliance to reading assignments.

**Diversity Reflection Paper and Presentation:** Students are to write a one-page, double-spaced, APA-formatted reflection paper, which briefly summarizes (including conclusions) an assigned article from <https://www.apa.org/pubs/highlights/race>. The second part of the paper is the student's reflection of the article. The student will orally present their reflection paper to the class.

**Curriculum Vitae:** Students will finalize their CV for upcoming practicum applications.

**Mock Interview:** Students will present professionally and respond appropriately in a mock interview.

**Coping with Life Stressors Project:** Throughout the semester the professor and students in the class will work together to enumerate some methods of coping with academic, professional, and general life stressors. The class will discuss how these procedures might be used to assist clients from a variety of diverse backgrounds. A list of coping methods will be completed by the class at the conclusion of the semester.

**Grading**

| Project/Assignment                           | Percent of grade |
|--|------------------|
| Attendance and Participation, Reading checks | 30%              |
| Diversity reflection paper                   | 20%              |
| Diversity reflection presentation            | 10%              |
| Curriculum Vitae                             | 20%              |
| Mock interview                               | 10%              |
| Coping with Life Stressors                   | 10%              |
| Total:                                       | 100%             |

#### Grading Scale

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

#### Course Policies

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

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** 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 necessary 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 HSP 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 HSP 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.

#### Course Schedule:

| Class# | Date     | Class Agenda  | Due Next Class      |
|--------|----------|---|---------------------|
| 1      | 08/24/20 | <ul style="list-style-type: none"><li>• Personal Introductions</li><li>• Syllabus and Course</li><li>• Program Expectations</li></ul> | HSP Program Catalog |

|    |          |   |   |
|----|----------|---|---|
|    |          | <ul style="list-style-type: none"> <li>• Study Plan</li> <li>• Questions about Program</li> </ul>   |   |
| 2  | 08/31/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in (student concerns, current events)</li> <li>• Review of Academic Requirements (gradesheets, ASEs, CCE, comps)</li> <li>• Professionalism (attire, conduct, correspondence, VC/telehealth)</li> </ul> | DCCA readings (Chapters 98, 465, & 436B)<br><a href="https://cca.hawaii.gov/pvl/boards/psychology/application_publications/">https://cca.hawaii.gov/pvl/boards/psychology/application_publications/</a><br>Peterson et al., 2006<br>DSK & PWC handout                     |
| 3  | 09/07/20 | Holiday – No Class  |   |
| 4  | 09/14/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Practitioner-Scholar model</li> <li>• APA accreditation standards</li> <li>• EPPP, licensing, professional documentation</li> </ul>   | <a href="https://www.apa.org/careers/resources/guides/careers.pdf">https://www.apa.org/careers/resources/guides/careers.pdf</a> (pages 4-9 only)<br><a href="https://www.apa.org/ed/graduate/specialize/clinical">https://www.apa.org/ed/graduate/specialize/clinical</a> |
| 5  | 09/21/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Scholarship, HPA/APA membership</li> <li>• Introduction to professional roles / careers</li> </ul>  | HSPP CRP Manual<br>Pakenham & Stafford-Brown (2012)<br>Stress Project; Yalom Ch 1   |
| 6  | 09/28/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Publication Manual, writing assessment</li> <li>• Clinical Research Project, IRB</li> </ul>   | Publication Manual<br>Walsh (2011)<br>Yalom Ch 2  |
| 7  | 10/05/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Continuation of Publication Manual</li> <li>• Literature search, review, library use</li> </ul>   | APA 2010 Ethics<br>Ahern et al. (2016)<br>Stress Project; Yalom Ch 3  |
| 8  | 10/12/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Ethics</li> </ul>   | Diversity article assigned in class from APA website<br>Shavitt et. (2016)<br>Yalom Ch 4  |
| 9  | 10/19/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Diversity</li> </ul>  | Trask et al. (2000) video<br>Yalom Ch 5   |
| 10 | 10/26/20 | <ul style="list-style-type: none"> <li>• Roundtable Check-in</li> <li>• Hawaiian history/culture</li> </ul>   | Diversity reflection paper<br>Yalom Ch 6  |
| 11 | 11/02/20 | <ul style="list-style-type: none"> <li>• Diversity reflection presentations</li> <li>• Review/integration of diversity &amp; Hawaiian discussions</li> </ul>  | Tomlinson et al., 2018<br>APA Self Care pdf<br>Yalom Ch 7   |
| 12 | 11/09/20 | <ul style="list-style-type: none"> <li>• Self-care</li> </ul>   | Create/update CV<br>Research 15 possible interview Q&As   |
| 13 | 11/16/20 | <ul style="list-style-type: none"> <li>• Presentation of Training Program (Dr. Chun)</li> <li>• Interview preparation</li> </ul>  | Prepare for mock interviews<br>Yalom Ch 8   |
| 14 | 11/23/20 | <ul style="list-style-type: none"> <li>• CV peer review</li> <li>• Mock interviews</li> </ul>   | Finalize CV<br>Prepare for mock interviews<br>Yalom Ch 9  |
| 15 | 11/30/20 | <ul style="list-style-type: none"> <li>• Mock interviews</li> </ul>   | Yalom Ch 10   |
| 16 | 12/09/19 | <ul style="list-style-type: none"> <li>• Course review</li> <li>• Break and Spring term planning</li> </ul>   | Complete list of coping methods<br><i>Have a peaceful winter break!</i><br><i>Homework: Engage in self-care!</i>  |