



**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:** PP8201-01-7

**Course Title:** Practicum I

**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

**Class Meeting Hours:** 4:15pm-5:35pm

**Class Location:** Kieffer Hall, rm. 10

**Instructor Name:** Kathryn M. Chun, PhD

**Email:** [kathryn.chun@chaminade.edu](mailto:kathryn.chun@chaminade.edu)

**Phone:** 808.739.7425

**Office Location:** Behavioral Sciences rm. 103

**Office Hours:** Mondays 1:00pm-3:00pm, Tuesdays 1:00pm-3:00pm, Wednesdays 1:00pm-3:00pm

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

Practicum I provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have some intervention experience during this Diagnostic Practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. Practicum I provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

This seminar course is the first of two semesters for students in Diagnostic Practicum, providing group consultation and exploration of psychological evaluation experiences in the varied practicum settings of the seminar members. During this course, students examine specific psychological assessment instruments, psychological assessments settings, report writing styles, and prepare for the written and oral portions of the Diagnostic Clinical Competency Evaluation (CCE).

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

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

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

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

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

### **Marianist Values**

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

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

### **Native Hawaiian Values**

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

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

### **Program Learning Outcomes: HSPS 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 demonstrate an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice. These areas include psychopathology, biological, cognitive, physiological, behavioral, and social psychology, individual differences, and test selection in their writing, case conceptualization, and critical readings of research. (Competency 5)
2. Students will demonstrate the ability to administer, score, and interpret the results obtained from psychological testing instruments with other behavioral and qualitative information into a written report that are consistent with professional and ethical standards, effectively assessing and conceptualizing the strengths and problems of diverse clients, and use a variety of assessment techniques. (Competencies 1, 4, & 7)
3. Students will demonstrate an understanding of the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff and faculty, and in all courses and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as needed to create ethical solutions. (Competency 1)
4. Student will demonstrate the necessary knowledge and skills for working with diverse clients (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, & SES), showing appreciation of the relevance of individual and cultural diversity to the profession, and develop the value of promoting awareness and respect for many forms of diversity in assessments, coursework and at training sites. (Competency 4)
5. Students will demonstrate the ability to critique, draw conclusions from, and apply clinically the existing and evolving body of knowledge and methods in the practice and science of psychology in courses and at training sites. (Competency 6)
6. Students will demonstrate the ability for data collection, data analysis and critical thinking in courses and at their practicum sites. (Competency 6 & 7)

### **Required Learning Materials**

#### *Required Textbooks*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, D.C.: APA. ISBN: 978-0-89042-555-8

- Schneider, W.J., Lichtenberger, E.O., Mather, N., Kaufman, N.L., & Kaufman, A.S. (2018). *Essentials of assessment report writing (2nd ed.)*. Hoboken, NJ: Wiley. ISBN: 978-1-119-21868-5
- Morrison, J. (2016). *Diagnosis made easier: Principles and techniques for mental health clinicians (2nd ed.)*. New York: Guilford Press. ISBN: 9781462529841
- Zuckerman, E.L. (2018). *The clinician's thesaurus (8th ed.)*. New York: Guilford Press. ISBN: 9781462538805
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### Required Readings

- McLaughlin, J.L. & Kan, L.Y. (2014). Test usage in four common types of forensic mental health assessment. *Professional Psychology: Research and Practice, 45*(2), 128-135.
- Nijdam-Jones, A. & Rosenfeld, B. (2017). Cross-cultural feigning assessment: a systematic review of feigning instruments used with linguistically, ethnically, and culturally diverse samples. *Psychological Assessment, 29*(11), 1321-1336.
- Salthouse, T.A. (2014). Frequent assessments may obscure cognitive decline. *Psychological Assessment, 26*(4), 1063-1069.
- Sellbom, M. & Bagby, R. M. (2010). Detection of overreported psychopathology with the MMPI-2 RF Validity Scales. *Psychological Assessment, 22*(4), 757-767.
- Trent, E., Zamora, I., Tyree, A., & Williams, M.E. (2018). Clinical considerations in the psychological assessment of bilingual young children. *Professional Psychology: Research and Practice, 49*(3), 234-246.
- Widiger, T.A. & Samuel, D.B. (2009). Evidence-based assessment of personality disorders. *Personality Disorders: Theory, Research, and Treatment, 5*(1), 3-17.

### Course Requirements

1. The nature of this course requires on-time attendance by all participants at every meeting. Attendance is defined as having completed assigned readings and other projects prior to the start of every meeting, active participation in class discussions, and professional, ethical behavior throughout. Attendance in this manner will help assure that students learn to apply critical thinking skills in line with the objectives of this course. Quality of class attendance will be assessed by the instructor and reflected in the course grade. Students may be excused for occasional training that is provided by the Practicum Site if the training is held at the time of the seminar and with prior approval of Seminar Leader. Any absences will require the completion of additional academic assignments. Two or more unexcused absences may result a loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion.
2. **Psychological Evaluation Reports:** During the Diagnostic Practicum year, students must complete a total of twelve (12) assessment batteries: six (6) full batteries and six (6) partial batteries.
  - a. A full battery includes a clinical interview and four or more standardized tests or instruments: one (1) intellectual, cognitive, or memory instrument; one (1) objective instrument; one (1) projective instrument; and one (1) instrument designed to address a client's needs or answer a referral question.
  - b. A partial battery includes a clinical interview and one or more of the following: data gathered from collateral sources; archival data/record review; observational data; or a standardized test or instrument designed to address a client's needs or answer a referral question.
  - c. Students are asked to complete twelve (12) psychological evaluation reports in order to assist in the advancement of their skills in psychological evaluation (administration, scoring, interpretation, generation of hypotheses, written and oral communication of results, and generation of clinical recommendations, the development of critical thinking skills in the interpretation of assessment results

and the case conceptualization process, and to increase the student's ability to integrate theory, research, and practice). These reports will be used for discussion during the Practicum I & II Seminars.

- i. Site supervisors may guide or direct students on the selection of tests administered or the methods used to gather data. Each battery must be integrated into a written report and submitted to site supervisors for review. Reports must then be submitted to the diagnostic seminar leader **after supervision of the report has been completed. Reports and test data should not be removed from the site on any storage devices without sanitizing the reports and data of all identifying information.** All identifying information must be removed from the report. Failure to do so constitutes an ethical violation.
  - ii. **The seminar leader must review the reports and sign the diagnostic logs for all of the required reports (12).** Any additional reports completed in the site during the year only needs to be signed by your site licensed psychologist supervisor. The student must complete the Diagnostic Practicum Battery Logs that will accompany all of the written evaluations.
  - iii. Students unable to complete the required twelve (12) batteries within their practicum year due to hardship or circumstances beyond their control should speak to their seminar leader as soon as possible and then submit a written appeal to the Clinical Training Committee (see Appendix P in Clinical Training Manual).
3. Diagnostic and Case Formulation / Clinical Competency Evaluation (CCE): Guidelines for diagnostic and case formulation will be discussed in class and can be found in the Clinical Training Manual. The CCE will be used to measure a student's diagnostic interviewing skills, psychological evaluation skills, critical thinking and case conceptualization skills in the interpretation of assessment results, students' awareness of ethical, cultural, and social factors in the uses of psychological testing and assessment, and the student's ability to integrate theory, research, and practice.

The practice and actual CCEs must be written in the HSP Assessment Report Format and address all of the issues present in the CCE. Both reports have to be full evaluations with all of the required interviews and standardized psychological tests. While some sites may not routinely use all of the required tests, you will need to discuss this with your site supervisors to make sure at least 6 (which include the practice and actual CCE) have all of the required psychological tests. The HSP Assessment Report Format requires full integration of the background and collateral information as well as full integration of the psychological test data and other relevant data sets. This format will be discussed in the Integrative Assessment class and during the Practicum I Seminar.

The rest of the report presentations may be in the site format but the discussion may address the additional issues that the site may not address in their standard assessment protocols.

The student has 3 opportunities to pass the CCE. If a student does not pass the CCE, he/she may be terminated from the clinical psychology program. The practice CCE and actual CCE begins during Spring Term. Successful completion of the CCE needs to occur by the end of Summer I Term. This may be extended with permission.

4. Presentation of Diagnostic Practicum Site: Each student will present a description of her/his Diagnostic Practicum Site. Students at the same site may create a combined, longer presentation. Presentations should be in a digital (e.g., Powerpoint) format and should include the following information:
  - a. The name, location, and mission of the site
  - b. Populations served by the site
  - c. Services offered by the site
  - d. Supervision style and expertise of supervisors
5. Specialty Assessment Instrument Presentation: Each student will present a specialty assessment instrument used at his or her particular placement site or population. The students in the class must present different assessment instruments. Copies of the assessment instrument should be brought to

the presentation. The digital (e.g., Powerpoint) presentation and handouts should include the following information:

- a. The purpose of the assessment instrument (What is it used for)
- b. What domain of functioning is the assessment instrument usually used to assess
- c. The population with which the assessment instrument is used
- d. All psychometrics (especially the normative group) and administration of the instrument
- e. Interpretation of the instrument findings
- f. Most Current Research on the Instrument. You should have at least 2 research articles with APA format citations.

## Grading

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Diagnostic Practicum Site Presentation	15 points
Specialty Assessment Instrument Presentation	25 points
Case Presentation	50 points

## Grading Scale

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

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ( $\geq$ 69); Failed - No credit given

## Course Policies

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

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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

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

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

**Academic Conduct Policy:** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

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

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 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.

## Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/25	Introductions	Review Clinical Training	

		Course Syllabus Clinical Training Manual, Diagnostic Practicum Section, Questions & Answers	Manual in HSPP PsyD shared drive	
2	9/1	Time2Track Training Presentation	Review Practicum Handouts <u>Schneider et al.:</u> Ch. 1 & 2	Practicum Assignment Agreements
3	9/8	Diagnostic Practicum Site Presentations Reading Discussion	<u>Schneider et al.:</u> Ch. 3 &4	Obtain information on site for Diagnostic Practicum Site Presentation and prepare digital presentation
4	9/15	Diagnostic Practicum Site Presentations Reading Discussion	<u>Schneider et al.:</u> Ch. 5 & 6	
5	9/22	Reviewing ethics and issues in psychological evaluations and report writing	<u>APA Ethical Principles of Psychologist and Code of Conduct</u> Download from <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/ code/index.aspx</a>	
6	9/29	Case Presentation Format-- How to present cases during group case reviews  Reading Discussion	<u>Schneider et al.:</u> Ch. 7, 8, & 9	
7	10/6	Presentations of Specialty Assessment tools  Reading Discussion	<u>Morrison:</u> Ch. 1 & 2	Prepare for Specialty Assessment Presentation, including digital presentation and handouts for all students and instructor
8	10/13	Presentations of Specialty Assessment tools  Reading Discussion	<u>Morrison:</u> Ch. 3 & 4	Prepare for Specialty Assessment Presentation, including digital presentation and handouts for all students and instructor
9	10/20	Presentations of Specialty Assessment tools  Reading Discussion	Widiger & Samuel (2009) article	Prepare for Presentation; Report due to instructor
10	10/27	Case Presentations (site format permitted)  Reading Discussion	Review Clinical Training Manual section on Diagnostic CCE	Prepare for Presentation; Report due to instructor
11	11/3	ELECTION DAY Case Presentations (site format permitted)  Reading Discussion		Prepare for Presentation; Report due to instructor
12	11/10	Case Presentations (site format permitted)	McLaughlin & Kan (2014) article	Prepare for Presentation; Report due to instructor



		Reading Discussion		
13	11/17	Case Presentations (site format permitted)  Reading Discussion	Nijdam-Jones & Rosenfeld (2017) article	Prepare for Presentation; Report due to instructor
14	11/24	Case Presentations (site format permitted)  Reading Discussion	Salthouse (2014) article	Prepare for Presentation; Report due to instructor
15	12/1	Case Presentations (site format permitted)  Reading Discussion	Sellbom & Bagby (2010) article	Prepare for Presentation; Report due to instructor
16	12/8	Special Presentation on Hawaiian Culture/History by Ms. Ma`ele Humel	Trent et al. (2018) article	Course/Instructor Evaluation