



## Course Syllabus

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

3140 Waiialae Avenue - Honolulu, HI 96816

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

**Course Number:** PP8203

**Course Title:** Intervention Practicum & Seminar III

**Department Name:** Hawaii School of Professional Psychology

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

**Term:** Fall 2019

**Course Credits:** 3

**Class Meeting Days:** Thursday 4:15pm – 5:35pm

**Class Meeting Hours:** 20

**Class Location:** Kieffer 31

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

**Email:** [lianne.philhower@chaminade.edu](mailto:lianne.philhower@chaminade.edu)

**Phone:** 808.554.9893

**Office Location:** Kieffer 4

**Office Hours:** Tuesday (9:30am – 11:30am), Thursdays (1pm – 4pm), Fridays (By Appointment Only)

**Instructor Website:** none

### Course Overview

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention Clinical Case Evaluation (CCE) evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in peer consultation.

### 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate inter-professional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

## **Learning Outcomes**

### **Course Objectives**

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

### **Course Prerequisites**

PP7100 (Professional Issues: Ethics, Conduct, Law); PP7342 (Evaluation and Treatment of Diverse and Marginalized Populations); PP7373 (Integrative Assessment); PP8010 (Cognitive-Behavioral Theory and Therapy)

### **Required Learning Materials**

#### **Required Texts**

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

#### **Additional Required Readings**

APA (2015). *Guidelines for the psychological practice with transgender and gender nonconforming people*. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>

APA (2017a). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

- APA (2017b). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- APA (2018). Guidelines for psychological practice with girls and women.
- APA (2018). APA guidelines for psychological practice with boys and men. Retrieved from: <https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf>
- Calvert, F. L., Deane, F. P., Crowe, T. P., & Grenyer, F. S. (2018). Supervisor perceptions of relational competence: Core components and developmental considerations. *Training and Education in Professional Psychology, 12*(3), 135-141.
- Department of Commerce and Consumer Affairs. (2013a). *Hawaii administrative rule—Title 16, Chapter 98. Psychologists and amendments*. Retrieved from [http://cca.hawaii.gov/pvl/files/2013/08/har\\_98-c2.pdf](http://cca.hawaii.gov/pvl/files/2013/08/har_98-c2.pdf)
- Hawaii School of Professional Psychology at Chaminade University of Honolulu (2017). Clinical Training Manual
- Rosner, R. I. (2018). History and the topsy-turvy world of psychotherapy. *History of Psychology, 12*(3), 177-186.
- Sommers-Flanagan J. & Shaw, S. L. (2017). Suicide risk assessment: What psychologists should know. *Professional Psychology: Research and Practice, 48*(2), 98-106.

## Assessment

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

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

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

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

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

**Each paper should be no longer than 3 pages, double spaced, and set in APA format.**

Provide a narrative of your professional development thus far and your current theoretical assumptions about the change process. This paper provides you with an opportunity for self-examination, integration of your ideas, and exploration of your intervention practicum experiences and training.

### **3. Vignette**

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

#### **4. Peer Supervision**

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

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

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

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

#### **Grading Criteria**

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

*Note: An Incomplete Grade will be given to a student who is experiencing hardship. He or she will be responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely manner.*

The student will either receive a Credit or No Credit. A No Credit may be given if the student has 2 or more unexcused absences. Credit is given if the final grade average is 80% or better. An Incomplete Grade may be given to a student who is experiencing hardship. The student will be responsible for discussing his or her need for an incomplete grade with the Professionalization Group facilitator and submitting the necessary paperwork in a timely manner.

**Grading Requirements:**

CR	100 – 80
NC	79 and below

**Course Policies**

**Late Work Policy**

All assignments are due as indicated by the assessment description above and course schedule that follows. Late assignments will result in a 5pt. deduction for each day the assignment is late.

**Grades of "Incomplete"**

An “incomplete” grade may be requested a week prior to the last class day. The granting of an “incomplete” grade is determined by the professor, based on the student’s course performance prior to the request, and at the sole discretion of the professor. Students are encouraged to bring up concerns regarding completion of the course requirements as soon as possible.

**Writing Policy**

The faculty of HSPP is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. All written assignments, unless otherwise indicated, must be written in APA format.

**Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [lphilhower.psyd@gmail.com](mailto:lphilhower.psyd@gmail.com), discussed in-person and phone conferences can be arranged. Response time will take place within 48 hours of receipt of communication.

**Cell phones, tablets, and laptops**

Out of consideration for your 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 Counseling Center at (808) 735-4845 for further information.

### **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**

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 email address, calling the instructor's phone, 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 review the 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 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://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

### FALL 2019 COURSE SCHEDULE

<b>08/29</b>	Welcome! Goals and Review of Practicum Placements <b>Reading:</b> Syllabus; Rosner (2018) History and the Topsy-Turvy World of Psychotherapy
<b>09/05</b>	Preparation for the Clinical Case Vignette <b>Reading:</b> CUH (2017) Clinical Training Manual; Eells: pp. 1 – 12
<b>09/12</b>	Ethical Issues in Therapy <b>Reading:</b> APA (2017a) Ethical Principles of Psychologists; Eells: pp. 13 – 30
<b>09/19</b>	Diversity Issues in Therapy <b>Reading:</b> Eells: pp. 31 – 52
<b>09/26</b>	Theoretical Orientation Discussion and Exploration <b>Reading:</b> APA (2018). APA guidelines for psychological practice with boys and men.
<b>10/03</b>	<b>CASE VIGNETTE 1:</b> <b>Reading:</b> APA (2018). Guidelines for psychological practice with girls and women.
<b>10/10</b>	<b>CASE VIGNETTE 2:</b> <b>Reading:</b> APA (2015). Guidelines for the psychological practice with transgender and gender nonconforming people.
<b>10/17</b>	<b>CASE VIGNETTE 3:</b> <b>Reading:</b> Calvert (2018) Supervisor Perception of Relational Competence; Eells: pp. 53 – 66
<b>10/24</b>	<b>CASE VIGNETTE 4:</b> <b>Reading:</b> DCCA (2013) HAR: Title 16, Chapter 98, Psychologists; Eells: pp. 67 – 80
<b>10/31</b>	<b>CASE VIGNETTE 5:</b> <b>Reading:</b> Sommers-Flanagan & Shaw (2017) Suicide Risk Assessment
<b>11/07</b>	<b>CASE VIGNETTE 6:</b> <b>Reading:</b> Eells: pp. 81 – 168



<b>11/14</b>	Preparation for CCEs <b>Reading:</b> Eells: pp. 169 – 182
<b>11/21</b>	Professional Development and Understanding of Change Process, <i>Papers Due</i>
<b>11/28</b>	<b>HAPPY THANKSGIVING!!! / NO CLASSES</b> <b>Reading:</b> APA (2017b). Multicultural guidelines: An ecological approach to context, identity, and intersectionality.
<b>12/05</b>	Scheduling CCE Presentations for next term
<b>12/12</b>	Wrap Up Session