



**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'ala'e Avenue - Honolulu, HI 96816

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

**Course Number:** PP8310

**Course Title:** Advanced Intervention Practicum and Seminar I

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

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

**Term:** Fall 2019

**Course Credits:** 1

**Class Meeting Days:** Wednesdays

**Class Meeting Hours:** 4:15 PM – 5:35 PM

**Class Location:**

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

**Email:** [robert.anderson@chaminade.edu](mailto:robert.anderson@chaminade.edu)

**Phone:** 808.739.7426

**Office Location:** Behavioral Sciences Room 109

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

### **University Course Catalog Description**

This seminar is composed of a small group of students who are enrolled in an advanced practicum with the intent of gaining experience beyond the required practica.

This seminar focuses on supervision issues, developing and refining counseling skills, developing case studies and presentation of cases, and critical understanding of the integration of theory and practice. In addition, students will continue to enhance and strengthen their case conceptualization skills and intervention considerations.

### **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'ohe 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 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.

### **Learning Outcomes**

Students will refine their understanding of ethical-legal issues in clinical practice. (Competency 1)

Students will improve skills in clinical interviewing, assessment, case conceptualization, and treatment planning. (Competency 7, 8)

Students will improve their ability to self-reflect, think critically, communicate their ideas and use feedback from both peers and supervisors. (Competency 2, 3)

Students will improve their ability to evaluate therapies from a scientific and research-based perspective. (Competency 5, 6)

Students will enhance their understanding and application of theory and practice with diverse populations. (Competency 4)

### **Required Learning Materials**

#### *Texts:*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder. Fifth Edition*. Washington DC: APA.

#### *Evidence Based Practice Papers:*

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285.

Bohart, A. C., & Tallman, K. (2009). Clients: The neglected common factor in psychotherapy. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *Heart and soul of change* (2nd ed.,

- pp. 83-111). Washington, DC: American Psychological Association.
- Edwards, D. J. A., Dattilio, F. M., & Bromley, D. B. (2004). Developing evidence-based practice: The role of case-based research. *Professional Psychology: Research and Practice, 35*(6), 589-597.
- Hunsley, J. (2007). Addressing key challenges in evidence-based practice in psychology. *Professional Psychology: Research and Practice, 38*(2), 113-121.
- Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist, 63*(3), 146-159.
- La Roche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported to evidence-based practice: A cultural perspective. *Professional Psychology: Research and Practice, 40*(4), 396-402.
- Messer, S. T. (2004). Evidence-based practice: Beyond empirically supported treatments. *Professional Psychology: Research and Practice, 35*(6), 580-588.
- Norcross, J. C. (2009). The therapeutic relationship. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *Heart and soul of change* (2nd ed., pp. 113- 141). Washington, DC: American Psychological Association.
- Stuart, R. B., & Lilienfeld, S. O. (2007). The evidence missing from evidence-based practice. *American Psychologist, 62*, 615-616.
- Wampold, B. E. (2009). The research evidence for the common factors models: A historically situated perspective. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *Heart and soul of change* (2nd ed., pp. 49-81). Washington, DC: American Psychological Association.
- Wampold, B. E., & Bhati, K. S. (2004). Attending to the omissions: A historical examination of evidence-based practice movements. *Professional Psychology: Research and Practice, 35*(6), 563-570.

## 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.

## Grading

### Course Policies and Requirements

#### Exams and evaluations:

Grading will be based on attendance, peer consultation, and class participation.

**Attendance/Participation (50%)** – 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. Points will be determined on the impression gained of the depth and diligence of your reading and thinking on the subject matter. No more than two absences are permitted. A third absence will require extra work. More than three absences may result in loss of credit for the course. Students should be in class on time and chronic tardiness will also result in a reduction of the attendance grade. Assignments must be submitted on time. Late assignments may lose 10 percent of their grade per day late.

**Peer Consultation (50%)** - 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.

### Grading Requirements

<b>Project/Assignment</b>	<i>% of Grade or Point Value (instructor to decide this)</i>
<b>Attendance/Participation</b>	<b>50%</b>
<b>Peer Consultation</b>	<b>50%</b>

**Grading:** Credit/No Credit

### Late Work Policy

Late assignments may lose up to 10% per day late.

### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [robert.anderson@chaminade.com]. Online, in-person and phone conferences can be arranged. Response time will take place up to [1-2 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 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**

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). 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 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**

From the 2018-2019 Graduate Academic Catalog (p. 21):

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>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaii 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](http://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.

### Assignments and Course Outline

<b>Date</b>	<b>Consultations</b>	<b>Didactic Presentations and Discussions</b>
<b>8/28</b>	Practicum Orientation/Introductions	Site introduction
<b>9/4</b>	Journal Presentation	Evidence-based practice in psychology
<b>9/11</b>	Peer and Instructor Consultation: Preparation for Internship Applications	Journal Presentation: Clients: The neglected common factor in psychotherapy
<b>9/18</b>	Peer and Instructor Consultation	Journal Presentation: Developing evidenced-based practice
<b>9/25</b>	Peer and Instructor Consultation	Journal Presentation: Addressing key changes in evidenced- based practice in psychology + Neurodevelopmental Disorders
<b>10/2</b>	Peer and Instructor Consultation	Journal Presentation: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care
<b>10/9</b>	Peer and Instructor Consultation	Journal Presentation: Changing paradigms from empirically supported to evidence-based practice: A cultural perspective + Schizophrenia
<b>10/16</b>	Peer and Instructor Consultation	Journal Presentation: Evidenced-based practice: Beyond empirically supported treatments + Bipolar Disorders
<b>10/23</b>	Peer and Instructor Consultation	Journal Presentation: The therapeutic relationship + Depressive Disorders
<b>10/30</b>	Peer and Instructor Consultation	Journal Presentation: The evidence missing from evidence- based practice + Anxiety Disorders
<b>11/6</b>	Peer and Instructor Consultation	Journal Presentation: The research evidence for common factors models
<b>11/13</b>	Peer and Instructor Consultation	Journal Presentation: Attending to omissions: A historical examination of evidence-based practice movements
<b>11/20</b>	Peer and Instructor Consultation	Integrative Psychotherapy +Obsessive Compulsive Disorders
<b>11/27</b>	Peer and Instructor Consultation	Integrative Psychotherapy +Obsessive Compulsive Disorders
<b>12/4</b>	Peer and Instructor Consultation	Integrative Psychotherapy
<b>12/11</b>	Peer and Instructor Consultation	Semester wrap up; Planning for Spring 2020 +Integrative Psychotherapy