Course Syllabus
Chaminade University Honolulu
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

HAWAIʻI SCHOOL *of* **PROFESSIONAL PSYCHOLOGY**

Course Number: PP8203
Course Title: Intervention Practicum & Seminar III
*D*epartment **Name**: Hawaiʻi School of Professional Psychology
College/School/Division Name: College of Education and Behavioral Sciences
Term: Fall 2019 (August 26, 2019 – December 15, 2019)
Course Credits: 3.0
Class Meeting Days: Tuesdays
Class Meeting Hours: 5:00pm – 6:20pm
Class Location: Ching 254

Instructor Name: Christina Lu, PsyD
Email: christinalu@psychologyhawaii.com
Phone: 808.591.9998
Office Location: TBD
Office Hours: By Appointment

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 in 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 ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God

2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep

3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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.

Course Learning Outcomes

- Students will practice and refine their therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, interviewing and history gathering). *(Competency 8)* [Classes]
- 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)* [Classes]
- Students will further develop and refine their theoretical orientation for case conceptualization and intervention. *(Competency 8)* [Classes]
- 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)* [Classes]
- 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)* [Classes]
- 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)* [Classes]
- Students will utilize and provide constructive peer feedback to further develop their theoretical orientation and therapeutic skills. *(Competency 2, 3, & 10)* [Classes]

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

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

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

Additional Reading:

Addis, M. E. (2002). Methods of disseminating research product and increasing   evidence-based practice: Promises, obstacles and future directions. Clinical Psychology-Science and Practice, 9, 367-378.

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

Baucom, D. H., Shoham, V., Mueser, K. T., Daiuto, A. D., & Stickle, T. R. (1998). Empirically supported couple and family interventions for marital distress and adult mental health problems. *Journal of Consulting and Clinical Psychology, 66*, 53-88.

Bernal, G., Jimenez-Chafey, M. & Domenech-Rodriguez, M. (2009). Cultural adaptation of treatments : A resource for considering culture in evidence-based practice. *Professional Psychology: Research & Practice, 40*, 361-368.

Bray, J. (2010). The future of psychology practice and science. *American Psychologist, 65*, 355-369.

Chambless, D. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology, 52*, 685-716.

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*, 7-18.

DeRubeis, R. J., & Crits-Christoph, P. (1998). Empirically supported individual and group psychological treatments for adult mental disorders. Journal of Consulting and Clinical Psychology, 66, 37-52.

Dobson, D., & Dobson, K. S. (2009). *Evidence-based practice of cognitive-behavioral therapy*. New York: The Guilford Press.

Donegan E., & Dugas, M. (2010). Review of evidence-based practice of cognitive-behavioral therapy. *Canadian Psychology, 51*, 141-143.

Duncan, B.L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). The heart & soul of change: Delivering what works in therapy (2nd ed.).Washington, DC: American Psychological Association.

Duncan, B., & Miller, S. (2000). *The heroic client*. San Francisco: Jossey-Bass.

Goodheart, C.D. (2006). Evidence, endeavor, and expertise in psychology practice. In C. D. Goodheart, A. E. Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 37-61). Washington, DC: American Psychological Association.

Kazak, A., Hoagwood, K., Weisz, J., Hood, K., Kratochwill, T., Vargas, L., & Banez, G. (2010). A meta-systems approach to evidence based practice for children & adolescents. A*merican Psychologist, 65*, 85-97.

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.

Klein, R. H. (2008). Toward the establishment of evidence-based practices in group psychotherapy. *International Journal of Group Psychotherapy, 53*(4), 441-455.

Kratochwill, T. R. (2007). Preparing psychologists for evidence-based school practice: Lessons learned and challenges ahead. *American Psychologist, 62*(8), 829-843.

Lambert, M. J., & Ogles, B.,M. (2004). The efficacy and effectiveness of psychotherapy. In M. J. Lambert (Ed.), *Bergin and Garfield's handbook of psychotherapy and behavior change* (5th ed., pp. 139-193). New York: Wiley.

LaRoche, M., & Christopher, M. (2009). Changing paradigms from empirically supported treatment to evidence based practice: A cultural perspective. *Professional Psychology: Research & Practice, 40*, 396-402.

Margison, F. R., Barkham, M., Evans, C., McGrath, G., Clark, J. M., Audin, K. et al. (2000). Measurement and psychotherapy - Evidence-based practice and practice-   based evidence. *British Journal of Psychiatry, 177*, 123-130.

Norcross, J. C., Hogan, T. P., & Koocher, G. P. (2008). *Clinician's guide to evidence- based practice: Mental health and addictions.* New York: Oxford University Press.

Patterson, J. E., Miller, R. B., Carnes, S., & Wilson, S. (2004). Evidence-based practice for marriage and family therapists. *Journal of Marital and Family Therapy, 30*(2), 183-196.

Report of the 2005 Presidential Task Force on Evidence Based Practice: July 1, 2005 (APA, 2005)

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*, 98-209.

Sue, D., & Sue, D. M. (2007). *Foundations of counseling and psychotherapy: Evidence-based practice for a diverse society*. New York: Wiley.

Wachtel, P. L. (2010). Beyond ESTs: Problematic assumptions in the pursuit of evidence-based practice. *Psychoanalytic Psychology, 27*(3), 251-272.

Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods and   findings.* Mahwah, NJ: Lawrence Erlbaum.

Weisz, J. R., & Kazdin, A. E. (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). New York: The Guilford Press.

Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health service: A complementary perspective. *American Psychologist 62*(6), 563-574.

Widiger, T., & Samuel, D. (2009). Evidence-based assessment of personality disorders. *Personality Disorders: Theory, Research & Treatment, S*, 3-17.

Course Requirements/Methods of Evaluation:

1. *Attendance and Participation*
- It is expected that students be respectful and sensitive towards their peers and their instructor.
- 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.
- Students are asked to contact the instructor ahead of time if an absent is anticipated.
- Any absences will require the completion of additional academic assignments. Two or more unexcused absences may result a loss of credit for the course.

2. *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.

2. *Professional and 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. *Case Conceptualization*
- One brief, 30 minute case conceptualization presentation of a client case will be required. A Guideline will be handed out in class for your own preparation.

Grading:

Project/ Assignment	% of Grade
Attendance/Participation (Including Discussion)	25
Professional and Clinical Development Paper	25
Case Vignette	25
Peer Supervision	25
Total:	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100   B = 80 – 89   C = 70 – 79   F = 69 and below

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 will take place 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 Counseling Center at (808) 735-4845 or email counselingcenter@chaminade.edu 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 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

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 at https://studentaffairs.chaminade.edu/

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, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

PP8203 Intervention Practicum and Seminar Schedule
(Tentative and May Be Subject to Change at Any Time)

Class #	Date	Class Agenda	Due Next Class
1	08/27/19	Welcome to Seminar Introductions Course Syllabus	Review Clinical Training Manual and Practicum Handouts Clinical Training Manual
2	09/03/19	Elements of Successful Seminar – Goals and	*APA Ethical Principles of Psychologist and Code of Conduct* Download from http://www.apa.org/ethics/code/index.aspx
3	09/10/19	Ethical Issues in Psychotherapy	
4	09/17/19	Working With Diversity	Eels, T.D Chapter 1
5	09/24/19	Theoretical Orientation	*Prepare for Case Conceptualization
6	10/01/19	Process of Change	*Prepare for Case Conceptualization
7	10/08/19	Case Conceptualization 1	*Prepare for Case Conceptualization
8	10/15/19	Case Conceptualization 2	*Prepare for Case Conceptualization
9	10/22/19	Case Conceptualization 3	*Prepare for Case Conceptualization
10	10/29/19	Case Conceptualization 4	*Prepare for Case Conceptualization
11	11/05/19	Dr. Chun and Dr. Kamakawiwoole	*Prepare for Case Conceptualization
12	11/12/19	Case Conceptualization 5	*Prepare for Case Conceptualization
13	11/19/19	Case Conceptualization 6	**Paper Due next week**
14	11/26/19	Professional and Clinical Development Papers Due	
15	11/26/19	Discussion of CCE case presentations format	
16	12/03/19	Summary of Term and prepare for CCE	Prepare for Practice CCE