**Course Number**: PP8202
**Course Title**: Practicum II
*D*epartment Name: Hawaiʻi School of Professional Psychology
**College/School/Division Name**: College of Education and Behavioral Sciences
**Term**: Spring 2020
**Course Credits**: 1.0
**Class Meeting Days**: Tuesdays
**Class Meeting Hours**: 4:15 – 5:35
**Class Location**: Brogan 103

**Instructor Name**: Jeffrey D. Stern, Ph.D.
**Email**: jeffrey.stern@chaminade.edu
**Phone**: 808.739.7427
**Office Location**: Behavioral Sciences Building, rm. 115
**Office Hours**: Mondays 7:00-9:00am, Tuesdays 9:30-11:30am, Wednesdays 7:00-9:00am; or by appointment

**University Course Catalog Description**
Practicum II provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation and assessment issues more broadly (e.g., psychometrics). Students may also have 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 II provides both didactic experience in psychological evaluation and clinical interviewing, psychological evaluation report writing, and experience in group consultation.

**Course Overview**
The Practicum II course is the second of three 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 continue their examination of specific psychological assessment instruments, psychological assessments settings, report writing styles, in preparation 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 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.
11. Students will understand and apply the Marianist values in their professional practice.

**Course Learning Outcomes**
- Students will demonstrate an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice as evidenced in their written evaluation reports and case presentations. These areas include psychopathology, individual differences, and test selection. (Competency 5) [Classes 1-16]
- 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 as evidenced in their written evaluation report and case presentations.. (Competencies 1, 4, & 7) [Classes 1-16]
- 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 as evidenced in their end-of-year practicum supervisor evaluations. (Competency 1) [Classes 1-16]
- Students will be able to demonstrate foundational knowledge in core areas of psychology, including biological, cognitive, physiological, behavioral, and social psychology in their writing, case conceptualization, and critical readings of research as evidenced in their written evaluation reports and case presentations. (Competency 5) [Classes 1-16]
- Students will demonstrate the knowledge, skills, and attitudes within these expanding areas of practice. Specifically, they will demonstrate an understanding of basic consultation, supervision, management, and educational concepts, and interventions in their coursework and at training sites. (Competencies 8 & 9) [Classes 1-16]
- 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) in both coursework and at training sites. (Competency 4) [Classes 1-16]
- Students will demonstrate the appreciation of the relevance of individual and cultural differences and diversity to the profession, and develop the value of promoting awareness and respect for many forms of diversity in coursework, CCEs, and at training sites. (Competency 4) [Classes 1-16]
- Students will demonstrate an appreciation of the impact of cultural diversity on the assessment methods used with their clients in CCEs and at training sites as evidenced in their written evaluation reports and case presentations. (Competency 4) [Classes 1-16]
- 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 as evidenced in their

written evaluation reports, site supervisor evaluations, and case presentations. (Competency 6) [Classes 1-16]
- Students will demonstrate the ability for data collection, data analysis and critical thinking in courses and at their practicum sites as evidenced in their written evaluation reports and case presentations. (Competency 6 & 7) [Classes 1-16]

**Required Learning Materials**

*Text:*

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

*Articles:*

Ashendorf, L. (2019). Neurobehavioral symptom validity in US Department of Veterans Affairs (VA) mild traumatic brain injury evaluations.  *Journal of Clinical and Experimental Neuropsychology*, *41*(*4*), 432-441.

Doumas, D. M., Midgett, A. & Watts, A. D. (2018). A pilot evaluation of the social validity of a bullying bystander program adapted for high school students. *Psychology in the Schools*, *56*, 1101-1116.

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. and 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.

Russell, E. W. (2010). The 'obsolescence' of assessment procedures. *Applied Neuropsychology*, *17*, 60-67.

Salthouse, T.A. (2014). Frequent assessments may obscure cognitive decline. *Psychological Assessment, 26*(4), 1063-1069.

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.

Wolf, T. J., Dahl, A., Auen, C., & Doherty, M. (2017). The reliability and validity of the Complex Task Performance Assessment: A performance-based assessment of executive function. *Neuropsychological Rehabilitation*, *27*(*5*), 707-721.

**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 Requirements/Methods of Evaluation:**

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 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.

    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 CCE's must be written in the HSPP Assessment Report Format and address all of the issues present in the CCE.  The student will complete two practice CCE's during the Spring Term. These 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 six(6) (which include the practice and actual CCE) have all of the required psychological tests. The HSPP 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.

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.  Successfully completion of the CCE needs to occur by the end of Summer I Term.  This may be extended with permission.

**Grading:**

| Method | % of Grade |
|---|---|
| Attendance/Participation (Including Discussion and Feedback for Peers) | 25 |
| Case Presentations | 75 |
| 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 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 "Turnitin," (www.turnitin.com), an online resource

## Schedule

| Class # | Date | Class Agenda | Due Next Class |
|---------|------|--------------|----------------|
| 1 | 01/7/20 | | Review Clinical Training Manual & CCE rubrics |
| 2 | 01/14/20 | Select two practice CCE presentation cases with practicum supervisor and prepare first case in HSPP format | Review Clinical Training Manual & CCE rubrics;  Prepare for first practice CCE Prepare Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 3 | 01/21/20 | First Practice CCE (30 min each): | Prepare Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 4 | 01/28/20 | First Practice CCE (30 min each): | Prepare Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 5 | 02/04/20 | First Practice CCE (30 min each): | McLaughlin & Kan, 2014; Nijdam-Jones & Rosenfeld, 2017; Russell, 2010 |
| 6 | 02/11/20 | First Practice CCE (30 min each): (if needed) Discuss Readings | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 7 | 02/18/20 | Review of First Practice CCE's, reflexive exercise, preparation for Second Practice CCE's | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 8 | 02/25/20 | Second Practice CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 9 | 03/03/20 | Second Practice CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 10 | 03/10/20 | Second Practice CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 11 | 03/17/20 | Second Practice CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 12 | 03/24/20 | Practicum Matching  - Use class time to prepare for CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 13 | 03/31/20 | Second Practice CCE | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 14 | 04/07/20 | Second Practice CCE | Ashendorg, 2019; Salthouse, 2014; Widiger & Samuel, 2009; Wolf et al., 2017 |
| 15 | 04/14/20 | Second Practice CCE (in needed) Discuss Readings | Prepare 2nd Report in HSPP Report Format Prepare for Practice CCE Case Presentation |
| 16 | 04/21/20 | Summary of Term and prepare for CCE | Prepare for Diagnostic CCE |

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