



Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8203 – 02 - 7

Course Title: Intervention Practicum & Seminar IV

Department Name: Hawai'i School of Professional Psychology

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

Term: Spring 2020

Course Credits: 3

Class Meeting Days: Tuesdays 4:15pm – 5:35pm

Class Meeting Hours: 20

Class Location: EIBN 201

Instructor Name: Lianne Philhower, PsyD, MPH

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Office Location: Kieffer 4

Office Hours: Mondays (By Appointment), Tuesday (1pm – 4pm), Thursdays (1pm – 4pm)

Instructor Website: none

University Catalogue Course Description

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and Practicum II) will focus on assessment issues and the second year on psychotherapy (Practicum III and Practicum IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

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.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other

activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

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

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

Marianist Values

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

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

Native Hawaiian Values

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

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

Program Learning Outcomes: 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.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes

- Students will demonstrate advanced clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (*Competency 7 & 8*)
- Students will demonstrate advanced therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients). (*Competency 8*)
- Students will demonstrate refined understanding and application of theory and practice with diverse populations. (*Competency 4*)
- Students will demonstrate refined understanding of ethical-legal issues in clinical practice. (*Competency 1*)
- Students will demonstrate advanced ability to self-reflect, think critically, communicate their ideas and use feedback from both peers and supervisors. (*Competency 2 & 3*)

Required Learning Materials

Required Texts

- Frank, R. I. & Davidson, J. (2014). *The transdiagnostic road map to case formulation and treatment planning*. Oakland, CA: New Harbinger Publications, Inc. ISBN: 978-1-4338-2010-6 or ISBN-10: 1608828956
- Watzlawick, P. (2011). *Change: Principles of problem formulation and problem resolution*. New York, NY: W. W. Norton & Company, Inc.

Additional Required Readings

- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>
- American Psychological Association (2017a). *Ethical Principles of Psychologists*. <https://www.apa.org/ethics/code/>
- American Psychological Association (2017b). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- American Psychological Association (2014). *Guidelines for Clinical Supervision in Health Services Psychology*. Retrieved from <http://apa.org/about/policy/guidelines-supervision.pdf>
- Anderson, A. R., Keyes, G. M., & Jobes, D. A. (2016). Understanding and treating suicidal risk in young children. *Practice Innovation, 1*(1), 3-19.
- Bjorkstrand, J., Schiller, D., Li, J., Davidson, P., Rosen, J., Martensson, J., & Kirk, U. (2019). *The effect of mindfulness training on extinction retention*. Retrieved from: www.nature.com/scientificreports. <https://doi.org/10.1038/s41598-019-56167-7>
- Calvert, F. L., Deane, F. P., Crowe, T. P., & Grenyer, B. F. S. (2018). Supervisor perceptions of relational competence: Core components and developmental considerations. *Training and Education in Professional Psychology, 12*(1), 135 – 141.
- HSP (2019) CUH Clinical training manual. On HSP shared drive.
- Sommers-Flanagan, J., & Shaw, S. L. (2016). Suicide risk assessment: What psychologists should know. *Professional Psychology: Research and Practice, 48*(2), 98-106.
- Zetterberg, M., Carlbring, P., Anderson, G., Berg, M., Shafran, R., & Rozental, A. (2019). *Internet-based cognitive behavioral therapy of perfectionism: Comparing regular therapist support and support upon request*. Retrieved from: <https://doi.org/10.1016/j.invent.2019.02.001>

Grading

Course Requirements/Methods of Evaluation:

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 8 pages, double spaced, and set in APA format (no abstract required). Provide a narrative describing your experience and training in working with diverse populations. Discuss explicitly the way in which multicultural issues influence your clinical practice and case conceptualization

3. *Case Report*

Guidelines for the case report are provided for you on the HSPP shared drive. The case report is based on the client you will be presenting for the Clinical Case Evaluation (CCE). This report is due one week before the oral presentation and recording review.

4. *Transcript & Analysis*

After obtaining proper consent to audio or video tape a session for educational purposes, transcribe a session with your client and provide an analysis of the session process alongside the session discourse. An example will be provided on the HSPP shared drive for this course. Be sure to number each page as well as each line (indicate “c” for client and “t” for therapist). Include therapeutic process markers relevant to your orientation, therapeutic intentions, understanding of the client’s experience, and any reflections, questions, and critiques that may come up for you. The transcript and analysis are due the at the same time/date of your oral presentation.

5. *Mock CCE Presentation*

- Present a clinical case to the class in preparation for your final Clinical Case Evaluation that must be passed by Summer Semester. See the HSPP Clinical Training Manual and CCE rubric by which your competencies are evaluated. Provide an introduction to your case that includes the relevant background information you used to conceptualize your case. Explain the orientation from which you are conceptualizing and a complete formulation from which you ground your intervention. The formulation must include your rationale for how change occurs in therapy.
- Introduce the segment of the video or audiotape we will be reviewing. Provide the location on your transcript where the review begins and ends. Orient the class to your therapeutic intentions, questions, and desired feedback. Play 15 – 20 minutes of your video or audiotape.
- When the review is complete, stop the video or audiotape and summarize your conceptualization of the case and formulation of treatment. Open up the presentation for questions and feedback from your classmates and professor.
- Respond to any questions and feedback in a professional manner.

6. *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

Project/Assignment	% of Grade
Attendance & Participation	10%
Clinical Development Paper	15%
Case Report	20%
Transcription & Analysis	15%
Mock CCE Presentation	25%
Peer Supervision	15%
Total	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.

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, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th 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 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.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program: 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. 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). 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.

SPRING 2020 COURSE SCHEDULE (Tuesdays)

01/07	Welcome! Term Goals and Expectations Reading: Syllabus; HSPP (2019) Clinical Training Manual; APA (2017) Ethical Principles of Psychologists
01/14	Preparation for MOCK CCE Reading: Frank & Davidson (2014). Part I (pp. 1 – 69)
01/21	Peer Supervision Expectations Reading: APA (2014) Guidelines for Clinical Supervision in Health Services Psychology
01/28	Integrating Diversity in Conceptualization & Formulation Reading: APA (2017b) Multicultural Guidelines (pp. 1-13, 2 case examples)
02/04	Problem Conceptualization Reading: Frank & Davidson (2014). Part II (pp. 70 – 112)
02/11	Treatment Planning Reading: Frank & Davidson (2014). Part III (pp. 113 – 159)
02/18	MOCK CCE 1: _____ Helen _____ Reading: Anderson et al. (2016) Understanding and Treating Suicidal Risk
02/25	MOCK CCE 2: _____ Stephanie _____ Reading: Sommers-Flanagan & Shaw (2017) Suicide Risk Assessment
03/03	MOCK CCE 3: _____ Jason _____ Reading: Calvert (2018) Supervisor Perception of Relational Competence
03/10	MOCK CCE 4: _____ Joey _____ Reading: Watzlawick (2011). Part I (pp. 1 – 30)
03/17	MOCK CCE 5: _____ Mikayla _____ Reading: Watzlawick (2011). Part II (pp. 31 – 74)
03/24	MOCK CCE 6: _____ Lisa _____ Reading: Watzlawick (2011). Part III (pp. 75 – 158)
03/31	MOCK CCE 7: _____ Yoko _____ Reading: Zetterberg et al. (2019) Internet-based CBT of Perfectionism
04/07	MOCK CCE 8: _____ Erin _____ Reading: APA (2020) Publication manual of the American Psychological
04/14	***Clinical Development Discussion and Papers Due *** Discussion & Scheduling of CCE Presentations for next term
04/21	Wrap Up Session Comprehensive Exam and Internship Preparation