



**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'ālae Avenue - Honolulu, HI 96816

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

**Course Number:** PP7111

**Course Title:** Professionalization Group II

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

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

**Term:** Spring 2020

**Course Credits:** 1

**Class Meeting Days:** Mondays

**Class Meeting Hours:** 1:10-2:15pm

**Class Location:** Brogan 103

**Instructor Name:** Jeffrey D. Stern, Ph.D.

**Email:** [jeffrey.stern@chaminade.edu](mailto:jeffrey.stern@chaminade.edu)

**Phone:** (808) 739-7427 Cell: (808) 387-3703

**Office Location:** Behavioral Sciences Rm 115

**Office Hours:** Mondays 9:00 am - 12:00 pm, Tuesdays & Thursdays 9:00am - 11:30am

Wednesdays by appointment

**University Catalogue Course Description:**

These discussion groups for first-year students are led by a core faculty member. This course is designed to familiarize and assist students with their new roles as graduate students and future roles as psychologists. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

**Additional Course Information**

This year-long course includes a didactic as well as discussion component and is required for all entering students in the Doctoral Clinical Psychology Program. The second term of this two-term course focuses on professional issues important to new PsyD students, including the following: curriculum vitae development and cover letter writing, interviewing (both sides), and goal activation (personal and professional). We will also continue our discussion of professional issues, including but not limited to ethical and legal issues associated with application for and engagement in training and supervisee experiences; diversity issues, professional education trends and issues; and professional practice trends. In addition, the faculty member leading the class will continue to assist students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience.

Importantly, this course also continues to focus on supporting students in adapting to graduate school in psychology, fostering self-understanding, exploring professional identity, and generating respectful sensitivity towards oneself and others. Additional topics will be discussed as they relate to on-going professional development and may include student-generated questions regarding the field of clinical psychology, exploration of theoretical orientation, and concerns and issues associated with clinical practice.

### **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'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) 'A'ohē 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.
11. Students will understand and apply the Marianist values in their professional practice.

## Learning Outcomes

- Students will begin a critical examination of professional, philosophical, ethical, theoretical, and empirical issues in clinical psychology by conducting site visits with shadowing of clinical psychologists and reporting on their observations and experiences. (Competencies 1, 3, 5, 11)
- Students will gain knowledge of various theoretical orientations practiced by psychologists by conducting site visits with shadowing of clinical psychologists and reporting on their observations and experiences as well as through theoretical orientation presentations. (Competencies 2, 3, 4, 9)
- Students will develop and maintain a process of self-reflection and self-understanding in order to further develop critical reasoning skills and professional humility, as evidenced by their personal and professional goals and during individual meetings. (Competencies 1, 2, 3, 4, 10, 11)
- Students will have and be competent in the use of a forum to discuss issues and concerns that arise and may arise during their training years in clinical psychology, as evidenced by their participation and engagement in weekly class meetings. (Competencies 2 & 3)

## Required Learning Materials

### Required Textbooks

- American Psychological Association. (2019). *Publication manual of the American Psychological Association*, Seventh Edition. APA: Washington, D.C.
- Kottler, J. (2017). *On being a therapist*. (4th ed.). Oxford University Press.

### Journal Articles:

- American Psychological Association (2010). Ethical principles of psychologists and code of conduct— 2010 Amendments. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Carr, E. R. & Miller R. (2017). Expanding our reach: Increasing the role of psychologists in public and community mental health. *Professional Services*, 14(3), 352 – 360.
- Lefler, E. K. (2017). Balancing research, teaching, clinical work, and family: Nine suggestions for young professionals. *Medical Science Pulse*, 11(1), 15 – 18.
- Melton, M. L. (2018). Ally, activist, advocate: Addressing role complexities for the multiculturally competent psychologist. *Professional Psychology: Research and Practice*, 49(1), 83 – 89.
- Naik, D. (2017). Role of clinical psychologist in community mental health. *Indian Journal of Health and Wellbeing*, 8(1), 57 – 61.
- Tormala, T. T., Patel, S. G., Soukup, E. E., & Clarke, A. V. (2018). Developing measurable cultural competence and cultural humility: An application of the cultural formulation. *Training and Education in Professional Psychology*, 12(1), 54 – 61.
- Waltman, S. H., Frankel, S. A., & Williston, M. A. (2016). Improving clinician self-awareness and increasing accurate representation of clinical competencies. *Practice Innovations*, 1(3), 178 – 188.

### *HSPP Manuals:*

Hawai'i School of Professional Psychology Program Catalog  
Hawai'i School of Professional Psychology Clinical Training Manual  
Hawai'i School of Professional Psychology Clinical Research Project Manual  
Hawai'i School of Professional Psychology Comprehensive Examination Manual

### **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.

### **Course Requirements/Methods of Evaluation**

The following methods of evaluation will be used to determine satisfactory progress, which is required in order to receive a grade of Pass:

1. **Attendance (10%):** Students are expected to attend every class and professional colloquium, arrive on time, complete all assigned readings, exhibit professional and ethical behavior, and actively participate in class discussions. Unexcused absences, tardiness, unprofessional and/or unethical behavior, and/or lack of preparation/participation may result in a reduction of the overall score for the course or remediation as assigned by the instructor. 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. **Individual Supervision Meetings (10%):** Students are expected to meet individually with the instructor at least once during the semester to discuss professional goals, professional development issues, and for academic advising.
3. **Readings/Summaries/Class Discussions (10%):** Completion of all readings and active participation in class discussions is required.

4. **Theoretical Orientation Presentation (30%):** Students will present a 15-20 minute presentation on a theoretical orientation of their choice. The presentation will provide a brief overview of the following assumptions of the theory: (1) assumptions of the approach, (2) key constructs, (3) conceptualization of problems (what constitutes a problem), (4) goals of therapy, (5) role of the therapist, (6) mechanisms of change (what ultimately needs to be transformed), (6) treatment strategies, and (7) model of health.
5. **Shadowing experience: (20%)** Students will shadow a psychologist at an psychological assessment and/or treatment site for at least two hours. During and after that time, the student will consider the following: (1) What is the mission of the site, the services it provides, and to whom? (2) What is the role of the psychologist at the site. Students will present their site visit experiences while shadowing with classmates in a Powerpoint™ presentation incorporating professional considerations and responsibilities of the psychologist they shadowed at the sites they visited.

**Grading Criteria:**

Attendance	10
Individual Meetings	20
Readings/Summaries/Class discussion	20
Theoretical Orientation Presentation	30
Shadowing experience - presentation	<u>20</u>
	100

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. S/he will be responsible for discussing their need for an incomplete grade with the faculty/facilitator and submitting the necessary paperwork in a timely manner.

**Grading Requirements:**

<b>CR</b>	100 – 80
<b>NC</b>	79 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](mailto: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, 7<sup>th</sup> Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> 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](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.

**Academic Dishonesty/Plagiarism**: In an effort to foster a spirit of honesty and integrity during the learning process, Chaminade University requires that the submission of all course assignments represent the original work produced by that student. 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, 7<sup>th</sup> Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A



in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

### Class Schedule

<b>Date</b>	<b>Topics</b>	<b>Readings/Comments</b>
01/06/20 (Class 1)	Review Syllabus and Course Expectations Round Table/check in	Review Course Syllabus Review <i>Publication Manual of the American Psychological Association</i>
01/13/20 (2)	<i>Publication Manual of the American Psychological Association</i> Round Table/check in	
1/20/20 (No class)	MLK Holiday	<i>Schedule shadowing experience</i>
01/27/20 (3)	Round Table/check in Discuss reading	Tormala, et al. (2018).
02/03/20 (4)	Round Table/check in Discuss reading	Naik, D. (2017)
02/10/20 (5)	Round Table/check in Discuss reading	Carr, E. R. & Miller R. (2017)
02/17/20 (6)	Round Table/check in Discuss reading	Melton, M. L. (2018)
02/24/20 (7)	Round Table/check in Discuss reading	Lefler, E. K. (2017); Waltman, et al. (2016)
03/02/20 (8)	Round Table/check in <b>Theoretical Orientation Presentations</b>	
03/09/20 (9)	Round Table/check in <b>Theoretical Orientation Presentation</b>	
03/16/20 (10)	Round Table/check in <b>Theoretical Orientation Presentation</b>	
03/23/20 (11)	Dr. Stern in DC for conference Zoom meeting with Dr. Stern TBA	<b>Site visit reports due</b>
03/30/20 (12)	Round Table/check in <b>Site visit presentations</b>	<i>Schedule individual supervision meeting w/ Dr. Stern next two weeks</i>

04/06/20 (13)	Round Table/check in <b>Site visit presentations</b>	
04/13/20 (14)	Round Table/check in <b>Site visit presentations</b>	
04/20/20 (15)	Semester/year wrap up	