



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8203

Course Title: Practicum III

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2022

Course Credits: 03

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

Class Meeting Hours: 20

Class Location: Kieffer 10

Instructor Name: Lianne Philhower, PsyD, MPH, C-DBT

Email: lianne.philhower@chaminade.edu

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Office Location: Kieffer 4

Office Hours: Tuesday & Thursday: 11:00am-1:00pm; W: 1:00-4:00pm; Friday by appointment only

University Course Catalog Description and Overview

The two years 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 clinical faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I, Practicum II, Practicum II-E) will focus on assessment issues and the second year on psychotherapy (Practicum III, Practicum IV, Practicum IV-E).

The seminar course for students in Intervention Practicum provides group consultation and exploration of psychotherapy...

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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

Upon completion of the intervention practicum year (Practicum III, Practicum IV, Practicum IV-E):

- Students will apply and refine their therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, interviewing and history gathering). (*Competency 8*)
- Students will apply and articulate their clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (*Competency 8*)
- Students will link their theoretical orientation for case conceptualization and intervention. (*Competency 8*)
- Students will integrate their awareness and understanding of diversity issues and apply their awareness to all aspects of the therapeutic process. (*Competency 4, 8, & 11*)
- Students will apply their awareness of ethics and professional behavior as they relate to the application of knowledge and skills in real world settings. Students will review potential ethical relevancies and professional responses as they apply to the practicum experience. (*Competency 1, 3, & 11*)
- 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*)
- Students will utilize and provide constructive peer feedback to further develop their theoretical orientation and therapeutic skills. (*Competency 2 & 3*)

Required Learning Materials

Required Textbooks

Berman, P.S. (2019). Case conceptualization and treatment planning: Integrating theory with clinical practice. Washington, DC: APA. ISBN: 978-1-4338-2010-6

Required Readings

American Psychological Association (2012). Benchmarks Evaluation System. Revised Competency Benchmarks in Professional Psychology. Retrieved August 16, 2021: <https://www.apa.org/ed/graduate/benchmarks-evaluation-system>.

American Psychological Association (2017). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

- American Psychological Association (2018). APA guidelines for psychological practice with boys and men. Retrieved from: <https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf>
- Calvert, F. L., Deane, F. P., Crowe, T. P., & Grenyer, F. S. (2018). Supervisor perceptions of relational competence: Core components and developmental considerations. *Training and Education in Professional Psychology, 12*(3), 135-141.
- Clauss-Ehlers, C. S., Chiriboga, D., Hunter, S. J., & Tummala-Narra, P. (2019). APA multicultural guidelines executive summary: Ecological approach to context, identity, and intersectionality. *American Psychologist, 24*(2), 232-244.
- Gaines, A. N., & Goldfried, M. R. (2021). Consensus in psychotherapy: Are we there yet? *Clinical Psychology: Science and Practice*. Retrieved from: <http://dx.doi.org/10.1037/cps0000026>
- Hawaii School of Professional Psychology at Chaminade University of Honolulu (2022). Clinical Training Manual
- Jobes, A. J., Crumlish, J. A., Evans, A. D. (2020). The COVID-19 pandemic and treating suicidal risk: The telepsychotherapy use of CAMS. *Journal of Psychotherapy Integration, 20*(2), 226-237, Retrieved from: <http://dx.doi.org/10.1037/int0000208>
- National Action Alliance for Suicide Prevention (2019). *Best practices in Care Transitions for Individuals with suicide risk: Impatient care to outpatient care*. Washington, DC: Education Development Center, Inc.
- Trevino, A. Y., Tao, K. W., & Van Epps, J. J. (2021). Windows of cultural opportunities: A thematic analysis of how cultural conversations occur in psychotherapy. *Psychotherapy*. Advanced Online Publication. Retrieved from: <http://dx.doi.org/10.1037/pst0000360>

Course Requirements

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. Essay

This paper should be no longer than 500 words, double spaced, and set in APA format. 1) Provide an autobiographical statement that includes a reflection of your graduate training that is authentic and gives the reader a sense of who you are personally and professionally. This paper provides you with an opportunity for self-examination, integration of your ideas, and the opportunity to work on internship application essays and receive feedback. A helpful resource can be found at:

<https://psychgradcorner.com/internship-application-tips/>

3. Vignette

Create a brief, 30-minute case vignette presentation of a client case. A Guideline will be handed out in class for your own preparation.

4. Peer Consultation

Students will offer respectful, thoughtful, and critical feedback of the cases that are presented as a means of providing peer consultation. In addition, the peer consultants 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, discussion of psychodiagnostics 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	<i>% of Grade</i>
Attendance & Participation	10%
Essay	30%
Case Vignette	30%
Peer Supervision	30%
Total	100%

Students will either receive a Pass or Fail grade at the end of the practicum training year. A grade of *Fail* (NC or No Credit) may be given if the student has 2 or more unexcused absences in a single term. A grade of *Pass* (CR or Credit) is given if the final grade average is 80% or better. A Grade of *Incomplete* 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 facilitator and submitting the necessary paperwork two weeks prior to the end of the term or academic year for Practicum IV.

Grading Requirements:

Pass/CR	100 – 80
Fail/NC	79 and below

Class Format

This course will utilize a combination of didactic, discussion, presentations, and experiential formats. Students are required to actively participate in each class.

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 is 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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 they should make arrangements to obtain missed information and 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

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 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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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 HSPP Program Catalog, 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 Program Catalog 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. 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 an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

FALL 2022 COURSE SCHEDULE

08/23	Welcome! Goals and Review of Practicum Placements Reading: Syllabus; HSPP (2021) Clinical Training Manual
08/30	Clinical Competencies Reading: APA (2012); Berman: Ch. 1 & 2
09/06	Ethical Issues in Therapy Reading: APA (2017); Berman: Ch. 3
09/13	Socratic Questioning, Holding Space, & Equanimity Reading: Anczyk et al. (2019); Berman: Ch. 4 & 5
09/20	Diversity Issues in Therapy Reading: Trevino et al. (2021); APA (2018)
09/27	Preparation for Case Vignettes Reading: Berman: Ch. 6 & 7
10/04	CASE VIGNETTE 1: Reading: Rosner (2018); APA (2015)
10/11	CASE VIGNETTE 2: Reading: Calvert (2018); Berman: Ch. 8
10/18	CASE VIGNETTE 3: Reading: Gaines & Goldfried (2021); Berman: Ch. 9
10/25	CASE VIGNETTE 4: Reading: National Action Alliance for Suicide Prevention (2019); Berman: Ch.10
11/01	CASE VIGNETTE 5: Reading: Jobes et al. (2019); Berman: Ch. 11 & 12
11/08	CASE VIGNETTE 6: Reading: Berman: Ch. 13 & 14
11/15	CASE VIGNETTE 7: Reading: Berman: Ch. 15 & 16
11/22	<i>Internship Preparation Essay (Autobiographical) Due</i> Discussion Reading: Berman Ch. 17 & 18
11/29	Theoretical Orientation Discussion, Exploration Preparation and Scheduling for CCE Presentations Reading: Berman: Ch. 19 & 20
12/06	Wrap Up Session