



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

**Course Number:** PP8310

**Course Title:** Advanced Practicum and Seminar I

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

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

**Term:** Fall 2022

**Course Credits:** 1.5

**Class Meeting Days:** Wednesdays

**Class Meeting Hours:** 4:15 – 5:35 pm

**Class Location:** Behavioral Science 102

**Instructor Name:** Lianne T. Philhower, Psy.D., MPH, C-DBT

**Email:** Lianne.Philhower@chaminade.edu

**Phone:** 808-739-7429

**Office Location:** Keiffer 4

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

### **University Course Catalog Description and Overview**

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the assigned training site, students enrolled in a practicum meet regularly with a faculty member for additional supervision and 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: HSP 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

1. Students will apply advanced clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (Competency 7 & 8)
2. Students will exemplify a refined understanding and application of theory and practice with diverse populations. (Competency 4)
3. Students will express a refined understanding of ethical-legal issues in clinical practice. (Competency 1)
4. Students will display an advanced ability to self-reflect, think critically, communicate their ideas and use feedback from both peers and supervisors. (Competency 2 & 3)
5. Students will appraise peer application of clinical skills and display competency in peer consultation skills. (Competency 9)

### Required Learning Materials

#### Required Textbooks

Rousmaniere, T., Goodyear, R.K., Miller, S.D., & Wampold, B.E. (2017). *The cycle of excellence: Using deliberate practice to improve supervision and training*. Wiley Blackwell.

#### Required Readings for Evidence-Based Practice

- American Psychological Association (2016). Strategies for private practitioners coping with subpoenas or compelled testimony for client/patient records or test data or test materials. *Professional Psychology: Research and Practice*, 47(1), 1-11.
- Ashmore, J., et al. (2019). Evaluating the effectiveness and implementation of evidenced-based treatment. *American Psychologist*, 74(4), 459-473.
- Casioppo, D. (2019). The cultivation of joy: Practices from Buddhist tradition, positive psychology, and yogic philosophy. *The Journal of Positive Psychology*. Retrieved from <https://doi.org/10.1080/17439760.2019.1685577>
- Krebs, P., Norcross, J. C., Nicholson, J. M., & Prochaska, J. O. (2018). Stages of change and psychotherapy outcomes: A review and meta-analysis. *Journal of Clinical Psychology*, 74, 1964-1979.
- Neff, K.D., Knox, M.C., Long, P., & Gregory, K. (2020). Caring for others without losing yourself: An adaptation of the Mindful Self-Compassion Program for Healthcare Communities. *Journal of Clinical Psychology*, 1-20
- Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2017). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology*, 74, 385-397.
- Rico, Y. & Bunge, E.L. (2020). Stress and burnout in psychology doctoral students. *Psychology Health & Medicine*. Retrieved from <https://doi.org/10.1080/13548506.2020.1842471>

### 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.*

***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.

**Practicum Site Commitment:** The number of hours the student spends at the training site per week must average at least 10 hours per week, depending on the needs of the training site. Students must commit to satisfactorily meeting the assessment/therapeutic requirements for their training sites through May 1<sup>st</sup> of the academic year. Students who fail to meet this commitment will not be given credit for the course (and in some cases be required to take an additional elective course).

**Attendance and Participation (15%):** Regular attendance and active participation in seminar class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

**Peer Consultation (20%):** Each student will be evaluated in terms of their receptivity, support, and constructive feedback to peers.

**Clinical Case Presentation (65%):** Each student will present a case from their practicum site, similar to the CCE presentations.

**Grading**

Participation/Attendance	15%
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Research Presentation	20%
<u>Clinical Case Presentation</u>	<u>65%</u>
	100% total

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

100-80% = CR                      >80% = NC

**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:** Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

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.

**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 (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> 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.

## FALL 2022 COURSE SCHEDULE

Week	Date	Topics	Readings	Assignments Due
1	8/24	Advanced Practicum Introductions Looking forward to Internship	Syllabus HSPP – CTC Manual: Advanced Practicum	
2	8/31	Brief Check-in and scheduling of case presentations/Review of CBPP	CBPP – Readiness for Internship Level Rating Form	
3	9/7	Goals for Internship Readiness Peer consultation – case presentations 1	Rousmaniere et al., 2017, Introduction	CBPP Self-Rating baseline
4	9/14	Peer consultation – case presentations 2 & 3	Rico & Bunge, 2020 Rousmaniere et al., 2017, Ch.2	
5	9/21	Peer consultation –case presentations 4 & 5	Rousmaniere et al., 2017, Ch. 3	
6	9/28	Peer consultation –case presentations 6 & 7	Neff et al., 2020 Rousmaniere et al., 2017, Ch.4	
7	10/5	Peer consultation – case presentations 8 & 9	APA, 2016 Rousmaniere et al., 2017, Ch.5	
8	10/12	Peer consultation – <b>CCP 1</b>	Krebs et al., 2018 Rousmaniere et al., 2017, Ch.6	<b>CCP report- 1</b>
9	10/19	Peer consultation – <b>CCP 2</b>	Rousmaniere et al., 2017, Ch.7	<b>CCP report- 2</b>
10	10/26	Peer consultation – <b>CCP 3</b>	Ashmore et al., 2019	<b>CCP report- 3</b>
11	11/2	Peer consultation – <b>CCP 4</b>	Rousmaniere et al., 2017, Ch.8 & Ch.9	<b>CCP report- 4</b>
12	11/9	Peer consultation – <b>CCP 5</b>	Rousmaniere et al., 2017, Ch.10	<b>CCP report- 5</b>
13	11/16	Peer consultation – <b>CCP 6</b>	Cassiopo, 2019	<b>CCP report- 6</b>
14	11/23	Peer consultation – <b>CCP 7</b>	Norcross, et al., 2017 Rousmaniere et al., 2017, Ch.11	<b>CCP report- 7</b>
15	11/30	Peer consultation – <b>CCP 8</b>	Rousmaniere et al., 2017, Ch.12	<b>CCP report- 8</b>
16	12/7	Peer consultation – <b>CCP 9</b>	Rousmaniere et al., 2017, Ch.13	<b>CCP report- 9</b>