



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: PP7111

Course Title: Professionalization Group II

Department Name: Hawai'i School of Professional Psychology

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

Term: Spring 2023

Course Credits: 01

Class Meeting Days: Mondays

Class Meeting Hours: 1:00 – 2:00

Class Location: Kieffer Hall, Room 10

Instructor Name: Vilmarie Baez, PsyD

Email: vilmarie.baez@chaminade.edu

Phone: 808.739.7430 (office)

Office Location: Behavioral Science Bldg. 116

Office Hours: Tuesdays 1:00 pm – 12:00 pm & Wednesdays 9:00 am - 12:00 pm. Others days/time may be available, based on availability, upon request (email contact).

University Course Catalog Description and Overview

This course is a continuation of PP7110 - Professionalization Group I. These discussion groups for first-year students are led by a core faculty. 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.

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 (Hawaiian 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

1. Students will continue to develop communication and interpersonal skills through presentations and peer support activities (Competency 2).
2. Students will continue to develop awareness of diversity and ethical issues in clinical psychology through exploration of special settings in which psychologists serve. (Competency 4, 11)
3. Students will continue to develop basic awareness of professional, philosophical, ethical, theoretical, and empirical issues in clinical psychology, demonstrated in class discussions, literature review exercises, and presentations. (Competency 1)
4. Students will continue to develop their knowledge of the applications of a variety of roles taken on by professional psychologists, including knowledge of various theoretical orientations practiced; demonstrated in theoretical orientation presentations. (Competency 1 & 3)
5. Students will continue to develop self-reflection, self-management, and self-care skills to address academic, professional, and general life stressors, demonstrated in class discussions. (Competency 3)

Required Learning Materials

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Readings

American Psychological Association (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>

Colman, D. E., Echon, R., Lemay, M. S., McDonald, J., Smith, K. R., Spencer, J., & Swift, J. K. (2016). The efficacy of self-care for graduate students in professional psychology: A meta-analysis. *Training and Education in Professional Psychology, 10*(4), 188. <https://doi.org/10.1037/tep0000130>

HSPP Materials (available on program share drive):

HSPP Dissertation Manual
 HSPP Clinical Training Manual
 HSPP Program Catalog
 HSPP Study Plan

Course Requirements

Attendance/Participation: Students are expected to attend every class, 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. Two or more unexcused absences may result in loss of credit for the course.

Mock Interview: Students will present professionally and respond appropriately in an individual interview scheduled with their professor. Students will be given the opportunity to answer mock interview questions and receive immediate feedback on their responses.

Theoretical Orientation Presentation & Handout: Students are to research a theoretical orientation in small groups, present their findings as a group to the class, and lead a discussion about the orientation (30-minute presentation, 15-minute discussion). They will provide classmates and the instructor with a one-page handout detailing the major points and mechanism of change of their chosen theoretical orientation.

Special Settings Paper & Presentation: Students are to write a three-page (content not including references and title page, double-spaced, APA-formatted) paper describing a special setting in which clinical psychologists may work, with appropriate citations. The paper must include the capacity in which psychologists serve in the setting, clients/patients/consumers served, diversity of populations served, and ethical issues that can arise. The student will orally present their special settings paper to the class (20-minute presentation).

Self-Reflexivity Paper: Students will write a two to three-page paper examining their own academic progress and professional development and plans for further professional development (short- and long-term). Given the developmental nature of this paper, early submissions will not be accepted.

Grading

Project/Assignment	Percent of grade
Attendance and Participation, Reading checks	20%
Mock Interview	20%
Theoretical Orientation Presentation & Handout	20%
Special Setting Paper & Presentation	20%
Self-Reflexivity Paper	20%
Total:	100%

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

CR	100 – 80
NC	79 and below

Course Schedule:

Class #	Date	Class Agenda	Due Next Class
1	1/9	Clinical Training – Visit with Dr. Barton & Dr. Philhower	Practicum Application Materials on PsyD shared drive
2	1/16	Martin Luther King, Jr. Holiday	
3	1/23	<ul style="list-style-type: none"> ● Roundtable Check-in ● Licensing, EPPP ● Professional documentation/organization 	Colman et al. (2016) article

		<ul style="list-style-type: none"> • Discussion about Special Setting Presentation & Theoretical Orientation Presentations 	
4	1/30	<ul style="list-style-type: none"> • Roundtable Check-in • Library Overview 	
5	2/6	<ul style="list-style-type: none"> • Schedule Individual Mock Interviews • Interview Review 	Review Dissertation Manual (HSPP PsyD Program Drive Dissertation folder)
6	2/13	<ul style="list-style-type: none"> • Roundtable Check-in • Dissertation Manual • Literature Search Discussion 	Review IRB Forms via IRB Link (HSPP PsyD Program Drive Dissertation folder)
7	2/20	<ul style="list-style-type: none"> • Roundtable Check-in • IRB & research ethics • Dissertation topic discussion, empiricism 	Prepare Theoretical Orientation Presentations & Handout
8	2/27	<ul style="list-style-type: none"> • Roundtable Check-in • Theoretical Orientation Presentations & Discussion • Group 1: PCT 	Prepare Theoretical Orientation Presentations & Handout
9	3/6	<ul style="list-style-type: none"> • Roundtable Check-in • Theoretical Orientation Presentations & Discussion • Group 2: CBT 	Prepare Theoretical Orientation Presentations & Handout
10	3/13	<ul style="list-style-type: none"> • Roundtable Check-in • Theoretical Orientation Presentations & Discussion • Case Vignette Exercise 	
11	3/20	<ul style="list-style-type: none"> • Research Special Settings 	Prepare Special Settings Presentations
12	3/27	<ul style="list-style-type: none"> • Roundtable Check-in • Special Setting Presentations & Paper Due 	Prepare Special Settings Presentations
13	4/3	<ul style="list-style-type: none"> • Roundtable Check-in • Special Setting Presentations 	Prepare Special Settings Presentations
14	4/10	<ul style="list-style-type: none"> • Roundtable Check-in • Special Setting Presentations 	
15	4/17	<ul style="list-style-type: none"> • Public Conversation Model • Self-Reflexivity Paper Due 	
16	4/24	<ul style="list-style-type: none"> • Professionalization Group I & II Review 	<i>Have a restful spring break! Homework: Engage in self-care!</i>