



**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'ālae Avenue - Honolulu, HI 96816

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

**Course Number:** PP8204

**Course Title:** Practicum IV

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

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

**Term:** Spring 2023

**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

**Phone:** 808-739.7429 (office) or 808.554.9893 (mobile)

**Office Location:** Kieffer 4

**Office Hours:** Tuesday 11:00am – 1:00pm, Wednesday & Thursday – By Appointment

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

As a continuation of Practicum III, PP8203 Practicum IV (offered in the Spring) is part of the 2 years of required practicum that provides 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 is structured such that the first year of practicum experience (Practicum I, Practicum II, Practicum II Extension) focuses on assessment issues and the second year experience (Practicum III, Practicum IV, Practicum IV Extension) focusing on 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'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'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 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 (completion of Practicum III, IV, and IV-E):

1. Students will apply and refine their therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, interviewing and history gathering). (Competency 8)
2. 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)
3. Students will link their theoretical orientation for case conceptualization and intervention. (Competency 8)
4. 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)
5. 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)
6. 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)
7. 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

Messer, S. B., & Kaslow, N. J. (2020) *Essential psychotherapies: Theory and practice*. The Guilford Press

#### Required Readings

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, APA Task Force on Psychological Practice with Sexual Minority Persons. (2021). Guidelines for psychological practice with sexual minority persons. Retrieved from

[www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf](http://www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf).

Ancyk, A., Grzymala-Moszczyńska, H., Krzysztof-Swidorska, A., & Prusak, J. (2019). Multiculturalism in the work of psychologists: Ethics and practice in a context of clinical diagnosis and therapeutic work. *Educational Psychology Special Issue 2019*, 53-66. DOI: 10.1177/0011000012460836

Anderson, A. R., Keyes, G. M., & Jobes, D. A. (2016). Understanding and treating suicidal risk in young children. *Practice Innovation*, 1(1), 3-19.

Bryan, V. & Blackman, G. (2019). The ethics of self-care in higher education. *Emerging Perspectives*, 3(2), 14-34. Retrieved from: [ep.journalhosting.ucalgary.ca](http://ep.journalhosting.ucalgary.ca).

- Brymer, E. & Schweitzer, R. D. (2022). Learning clinical skills: An ecological perspective. *Advances in Health Sciences Education*. <https://doi.org/10.1007/s10459-022-10115-9>
- Casioppo, D. (2019) The cultivation of joy: Practices from the Buddhist tradition, positive psychology, and yogic philosophy. Retrieved from: <https://doi.org/10.1080/17439760.2019.1685577>
- Curran, T., & Hill, A. P. (2019). Perfectionism is increasing over time: A meta-analysis of birth cohort differences from 1989 to 2016, *Psychological Bulletin*, 145(4), 410-429.
- Geerlings, L. R. C., Thompson, C. L., Bouma, R., & Hawkins, R. (2017). Cultural competence in clinical psychology training: A qualitative investigation of student and academic experiences. *Australian Psychological Society*, 1-10. Doi:10.1111/ap.12291.
- Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual (current).
- Sledge, W., Plakun, E. M., Bauer, S., Brodsky, B., Caligor, E., Clemens, N. A., Deen, S., Kay, J., Lazar, S., Mellman, L. A., Myers, M., Oldham, J., & Yeomans, F. (2014). Psychotherapy for suicidal patients with borderline personality disorder: An expert consensus review of common factors across five therapies. *Borderline Personality Disorder and Emotional Dysregulation*, 1(16), 1-8. Retrieved from: <http://www.bpded.com/content/1/1/16> .

## 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.*

### **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.

### **Theoretical Orientation & Research Interests Essays**

Each paper should be 500 words, double spaced, and set in APA format. 1) Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. Please de-identify any case material you use to illustrate your points. 2) Describe your research experience and interests.

### **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 intervention recording.

### **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.

### 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.

### 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.

### Grading Criteria

Project/Assignment	% of Grade
Attendance & Participation	10%
Theoretical Orientation & Research Paper	20%
Case Report	20%
Transcript & Analysis	20%
Mock CCE Presentation	20%
Peer Supervision	10%
<b>Total</b>	<b>100%</b>

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. Students must pass their CCE in order to receive a CR for the course. 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 Scale

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

<b>CR/PR (see Practicum Grading Policy below)</b>	100 – 80
<b>NC</b>	79 and below

### **Practicum Grading Policy**

Credit for the year is not awarded until all practicum requirements are met. That is, the Fall and Spring practica (i.e., Practicum I, II, III, IV) will not receive credit until the Summer practicum extensions are completed, all paperwork is accepted, and the corresponding Clinical Competency Evaluation is passed. A student who fails any of the practicum courses within a practicum year must retake all practicum classes for that year, even if they received a PR.

### **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 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.

### **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](mailto: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, 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. Most courses are paperless, but a printer/scanner may also be required.

## Schedule

01/10	Welcome! Clinical Training Reminders and Review of Process <b>Drs. Barton and Philhower</b> Meet at Behavioral Sciences Rm. 101 <b>Reading:</b> Syllabus; HSPP-CUH (2020) Clinical Training Manual (2022)
01/17	Preparation for the Clinical Case Evaluation <b>Reading:</b> Bryan & Blackman (2019); Messer & Kaslow (2020) Chapter 1
01/24	<b>Theoretical Orientation Essay &amp; Research Essay (No class)</b>
01/31	<b>MOCK CCE #1</b> <b>Reading:</b> Anczyk et al. (2019); Messer & Kaslow (2020) Chapter 2
02/07	<b>MOCK CCE #2</b> <b>Reading:</b> Anderson et al. (2016); Messer & Kaslow (2020) Chapter 3
02/14	<b>MOCK CCE #3</b> <b>Reading:</b> Geerlings et al. (2017); Messer & Kaslow (2020) Chapter 4
02/21	<b>MOCK CCE #4</b> <b>Reading:</b> Brymer & Schweitzer (2021); Messer & Kaslow (2020) Chapter 5
02/28	<b>MOCK CCE #5</b> <b>Reading:</b> APA (2021); Messer & Kaslow (2020) Chapter 6
03/07	<b>MOCK CCE #6</b> <b>Reading:</b> APA (2017); Messer & Kaslow (2020) Chapter 7



<b>03/14</b>	<b>MOCK CCE #7</b> <b>Reading:</b> Curran & Hill (2019); Messer & Kaslow (2020) Chapter 8
<b>03/21</b>	<b>CCE #1</b> <b>Reading:</b> Messer & Kaslow (2020) Chapter 9
<b>03/28</b>	<b>CCE #2</b> <b>Reading:</b> Sledge et al. (2014); Messer & Kaslow (2020) Chapter 10
<b>04/04</b>	<b>CCE #3</b> <b>Reading:</b> Messer & Kaslow (2020) Chapter 11
<b>04/11</b>	<b>CCE #4</b> <b>Reading:</b> Messer & Kaslow (2020) Chapter 12
<b>04/18</b>	<b>CCE #5</b> <b>Reading:</b> Casiozzo (2019); Messer & Kaslow (2020) Chapter 13
<b>04/25</b>	<b>Wrap Up Session</b> <b>Final Essays Due (Theoretical Orientation &amp; Research Interests)</b>