



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8202-02-7

Course Title: Practicum II

Department Name: Hawai'i School of Professional Psychology

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

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 4:15pm – 5:35pm

Class Location: Behavioral Sciences Building, rm 102

Instructor Name: Kathryn M. Chun, Ph.D.

Email: kathryn.chun@chaminade.edu

Phone: 808.739.7425

Office Location: Behavioral Sciences Building, rm 103

Office Hours: Thursdays 1-4 (other times available by appointment)

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).

This seminar course for students in Diagnostic Practicum provides group consultation and exploration of psychological evaluation experiences in the varied practicum settings of the seminar members. During this course, students examine specific psychological assessment instruments, psychological assessments settings, report writing styles, and prepare for the written and oral portions of the Diagnostic Clinical Competency Evaluation (CCE).

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 diagnostic practicum year (completion of Practicum I, II, and II-E):

1. Students will critically examine and utilize their understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice, including psychopathology, biological, cognitive, physiological, behavioral, and social psychology, individual differences, and test selection, in their writing, case conceptualization, and critical readings of research. (Competency 5)
2. Students will administer, score, and interpret the results obtained from psychological testing instruments with other behavioral and qualitative information into a written report that are consistent with professional and ethical standards, effectively assessing and conceptualizing the strengths and problems of diverse clients, and use a variety of assessment techniques. (Competencies 1, 4, & 7)
3. Students will apply the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff and faculty, and in all courses and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as needed to create ethical solutions. (Competency 1)
4. Student will apply the necessary knowledge and skills for working with diverse clients (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, & SES), showing appreciation of the relevance of individual and cultural diversity to the profession, and develop the value of promoting awareness and respect for many forms of diversity in assessments, coursework and at training sites. (Competency 3 & 4)
5. Students will critique, draw conclusions from, and apply clinically the existing and evolving body of knowledge and methods in the practice and science of psychology in courses and at training sites. (Competency 6)
6. Students will engage in data collection, data analysis, and critical thinking in courses and at their practicum sites. (Competency 6 & 7)

Required Learning Materials

Required Textbooks

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text revision)*. Washington, D.C.: APA. ISBN: 978-0-89042-576-3
- Morrison, J. (2016). *Diagnosis made easier: Principles and techniques for mental health clinicians (2nd ed.)*. New York: Guilford Press. ISBN: 9781462529841
- Schneider, W.J., Lichtenberger, E.O., Mather, N., Kaufman, N.L., & Kaufman, A.S. (2018). *Essentials of assessment report writing (2nd ed.)*. Hoboken, NJ: Wiley. ISBN: 978-1-119-21868-5
- Sharma, R. (2020). *The unwritten rules of professional etiquette: Building a positive reputation in graduate school*. Habile Press.
- Zuckerman, E.L. (2018). *The clinician's thesaurus (8th ed.)*. New York: Guilford Press. ISBN: 9781462538805

Required Readings

- McLaughlin, J.L. & Kan, L.Y. (2014). Test usage in four common types of forensic mental health assessment. *Professional Psychology: Research and Practice*, 45(2), 128-135.
<http://dx.doi.org/10.1037/a0036318>
- Nijdam-Jones, A. & Rosenfeld, B. (2017). Cross-cultural feigning assessment: a systematic review of feigning instruments used with linguistically, ethnically, and culturally diverse samples. *Psychological Assessment*, 29(11), 1321-1336. <http://dx.doi.org/10.1037/pas0000438>

- Salthouse, T.A. (2014). Frequent assessments may obscure cognitive decline. *Psychological Assessment*, 26(4), 1063-1069. <http://dx.doi.org/10.1037/pas0000007>
- Sellbom, M. & Bagby, R. M. (2010). Detection of overreported psychopathology with the MMPI-2 RF Validity Scales. *Psychological Assessment*, 22(4), 757-767. <http://dx.doi.org/10.1037/a0020825>
- Sleep, C.E., Lynam, D.R., Widiger, T.A., Crowe, M.L., & Miller, J.D. (2019). An evaluation of DSM-5 Section III personality disorder Criterion A (impairment) in accounting for psychopathology. *Psychological Assessment*, 31(1), 1181-1191. <http://dx.doi.org/10.1037/pas0000620>

Course Requirements

Attendance and Participation. The nature of this course requires on-time attendance by all participants at every meeting. Attendance is defined as having completed assigned readings and other projects prior to the start of every meeting, active participation in class discussions, and professional, ethical behavior throughout. Attendance in this manner will help assure that students learn to apply critical thinking skills in line with the objectives of this course. Quality of class attendance will be assessed by the instructor and reflected in the course grade. Students may be excused for training that is provided by the Practicum Site if the training is held at the time of the seminar and with prior approval of Seminar Leader. 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.

Psychological Evaluation Reports: During the Diagnostic Practicum year, students must complete a total of twelve (12) assessment batteries: six (6) full batteries and six (6) partial batteries.

- a. A full battery includes a clinical interview and four or more standardized tests or instruments: one (1) intellectual, cognitive, or memory instrument; one (1) objective instrument; one (1) projective instrument; and one (1) instrument designed to address a client's needs or answer a referral question.
- b. A partial battery includes a clinical interview and one or more of the following: data gathered from collateral sources; archival data/record review; observational data; or a standardized test or instrument designed to address a client's needs or answer a referral question.
- c. Students are asked to complete twelve (12) psychological evaluation reports in order to assist in the advancement of their skills in psychological evaluation (administration, scoring, interpretation, generation of hypotheses, written and oral communication of results, and generation of clinical recommendations, the development of critical thinking skills in the interpretation of assessment results and the case conceptualization process, and to increase the student's ability to integrate theory, research, and practice). These reports will be used for discussion during the Practicum I & II Seminars.
 - i. Site supervisors may guide or direct students on the selection of tests administered or the methods used to gather data. Each battery must be integrated into a written report and submitted to site supervisors for review. Reports must then be submitted to the practicum seminar leader **after supervision of the report has been completed. Reports and test data should not be removed from the site on any storage devices without sanitizing the reports and data of all identifying information.** All identifying information must be removed from the report. Failure to do so constitutes an ethical violation.
 - ii. **The practicum seminar leader must review the reports and sign the diagnostic logs for all of the required reports (12).** Any additional reports completed in the site during the year only needs to be signed by your site licensed psychologist supervisor. The student must complete the Diagnostic Practicum Battery Logs that will accompany all of the written evaluations. After the student, supervisor, and practicum seminar leader sign the battery log (in that order), the student submits the battery log to the HSPP practicum director.

- iii. Students unable to complete the required twelve (12) batteries within their practicum year due to hardship or circumstances beyond their control should speak to their seminar leader as soon as possible and then submit a written appeal to the Clinical Training Committee (see the Clinical Training Manual).

Diagnostic and Case Formulation / Clinical Competency Evaluation (CCE): Guidelines for diagnostic and case formulation will be discussed in class and can be found in the Clinical Training Manual. The CCE will be used to measure a student’s diagnostic interviewing skills, psychological evaluation skills, critical thinking and case conceptualization skills in the interpretation of assessment results, students’ awareness of ethical, cultural, and social factors in the uses of psychological testing and assessment, and the student’s ability to integrate theory, research, and practice.

The practice and actual CCE’s must be written in the HSPP Assessment Report Format and address all of the issues present in the CCE. The student will complete two practice CCE's during the Spring Term. These reports have to be full evaluations with all of the required interviews and standardized psychological tests. While some sites may not routinely use all of the required tests, you will need to discuss this with your site supervisors to make sure at least six(6) (which include the practice and actual CCE) have all of the required psychological tests. The HSPP Assessment Report Format requires full integration of the background and collateral information as well as full integration of the psychological test data and other relevant data sets.

The student has 3 opportunities to pass the CCE. If a student does not pass the CCE, he/she may be terminated from the clinical psychology program. The actual CCE is conducted during the Summer I Term. Successful completion of the CCE needs to occur by the end of Summer I Term. This may be extended with permission.

Grading

| Project/Assignment | Point Value |
|---|--------------------|
| Attendance/Participation (Including Discussion) | 10 |
| Case Reports & Presentations (Practice CCEs) | 75 |
| Feedback for peers’ reports and presentations | 15 |
| Total | 100 |

Grading Scale

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

| | |
|---|--------------|
| CR/PR (see Practicum Grading Policy below) | 100 – 80 |
| NC | 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.

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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 prevent 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 an 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 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 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered 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

| Week | Date | Topics | Readings Due (to be completed before attending class) | Assignments Due |
|------|------|---|---|--|
| 1 | 1/9 | -Meeting with Practicum Director and Director of Training (location TBD) -Discuss Intervention Practicum application process | Review Clinical Training Manual and CCE rubrics | Optional: send updated CV to practicum seminar instructor for review Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 2 | 1/16 | Practice CCE Presentation #1A | Read presenter's report before presentation | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 3 | 1/23 | Practice CCE Presentation #2A Discuss Morrison Ch. 5-7 | Read presenter's report before presentation Morrison Ch. 5-7 | Next week's presenter: Share report (in HSPP format) with |

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|---|------|--|--|--|
| | | | | instructor and class; Prepare for Practice CCE Case Presentation |
| 4 | 1/30 | Practice CCE Presentation #3A Discuss Morrison Ch. 8-10 | Read presenter's report before presentation Morrison Ch. 8-10 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 5 | 2/6 | Practice CCE Presentation #4A Discuss Morrison Ch. 11-12 | Read presenter's report before presentation Morrison Ch. 11-12 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 6 | 2/13 | Practice CCE Presentation #5A Practice Group Interviewing | Read presenter's report before presentation | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 7 | 2/20 | Practice CCE Presentation #6A Discuss Sharma Ch. 1-6 | Read presenter's report before presentation Sharma Ch. 1-6 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 8 | 2/27 | Practice CCE Presentation #7A Discuss Sharma Ch. 7-10 | Read presenter's report before presentation Sharma Ch. 7-10 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 9 | 3/5 | Practice CCE Presentation #1B Discuss Sharma Ch. 11-15 | Read presenter's report before presentation Sharma Ch. 11-15 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |

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|----|------|---|---|--|
| 10 | 3/12 | Practice CCE Presentation #2B Discuss Morrison Ch. 13-14 | Read presenter's report before presentation Morrison Ch. 13-14 | |
| 11 | 3/19 | Plan Final CCE case choice with supervisor. Research diagnoses and empirically based recommendations. | | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 12 | 3/26 | Practice CCE Presentation #3B Discuss Morrison Ch. 15-16 | Read presenter's report before presentation Morrison Ch. 15-16 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 13 | 4/2 | Practice CCE Presentation #4B Discuss Morrison Ch. 17-18 | Read presenter's report before presentation Morrison Ch. 17-18 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 14 | 4/9 | Practice CCE Presentation #5B Discuss experience of trauma-involved evaluations | Read presenter's report before presentation | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 15 | 4/16 | Practice CCE Presentation #6B Discuss Morrison Ch. 8 | Read presenter's report before presentation Morrison, Ch. 8 | Next week's presenter: Share report (in HSPP format) with instructor and class; Prepare for Practice CCE Case Presentation |
| 16 | 4/23 | Practice CCE Presentation #7B -Summary of Term and prepare for CCE | Read presenter's report before presentation | Course/Instructor Evaluation |