Course Syllabus
Chaminade University Honolulu
3140 Wai'alae 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 2024
Course Credits: 01
Class Meeting Days: Mondays
Class Meeting Hours: 1:00-2:00
Class Location: Behavioral Sciences 101

Instructor Name: Dennis P. Itoga, Psy.D., M.Ed.
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University Course Catalog Description
This course is a continuation of PP7110 - Professionalization Group I taken in the Fall. These discussion groups for first-year students are led by a core faculty member. This course is designed to familiarize and assist students with their new roles as graduate students and future psychologists. 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 in 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 ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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 and discussions. (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 (2021). *Mastering APA style student workbook* (7th ed.).
    Washington DC: APA. https://apastyle.apa.org/products/mastering-apa-style?tab=3
Terrell, S. (2023). *Writing a proposal for your dissertation: guidelines and examples, second edition*. 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
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
Hobaica, S., Szkody, E., Owens, S. A., Boland, J. K., Washburn, J. J., & Bell, D. J. (2021). Mental health concerns
    and barriers to care among future clinical psychologists. *Journal of Clinical Psychology, 77*, 2473-2490.
    https://doi.org/10.1002/jclp.23198

Latorre, C., Leppma, M., Platt, L. F., Shook, N., & Daniels, J. (2023). The relationship between mindfulness and self-compassion for self-assessed competency and self-efficacy of psychologists-in-training. *Training and Education in Professional Psychology, 17*(2), 213-220.

Liem, A. & Newcombe, P. A. (2020) Development of complementary and alternative medicine education for clinical psychologists: An example from Indonesia. *International Journal of Mental Health, 49*(1), 17-34. https://doi.org/10.1080/00207411.2019.1680079

Norcross, J. C., Rocha, M. N., & Chrysler, A. A. (2023). Psychologists conducting psychotherapy in 2022: Contemporary practices and historical patterns of the society for the advancement of psychotherapy. *Psychotherapy, 60*(4), 587-592.

Robiner, W. N., Tompkins, T. L., & Hathaway, K. M. (2019). Prescriptive authority: Psychologists' abridged training relative to other professions' training.

Stenz, C. F. H. & Jansen, K. L. (2023). Nutrition and depression: Collaboration between psychologists and dietitians in depression treatment. *Translation Issues in Psychological Science, 9*(2), 137-148. https://doi.org/10.1037/tps0000357

Vieten, C. & Lukoff, D. (2021) Spiritual and religious competencies in psychology. *American Psychologist, 77*(1), 26-38. https://doi.org/10.1037/amp0000821

HSPP Materials (available on program shared drive):
Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu: Dissertation Manual
Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu: Clinical Training Manual
Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu: Program Catalog
Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu: Study Plan

Course Requirements
Course Requirements in Relation to Credit Hours. This is a one-credit hour course requiring 45 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 15 hours in class. The additional 30 hours outside of classes are anticipated to equal 1-2hours per week on course readings and class preparation, and 1-2hours per week of work on future assignments (e.g., presentations, projects, papers, exams)

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.

APA Publication Manual Modules: These are self-paced, asynchronous course modules that students must successfully complete by the end of the term. Access to the course modules was shared at the start of the fall term. These must be completed prior to the end of the spring term.

Developing the Problem Statement: Students will read Chapter One and provide a response to *Characteristics of a Good Problem,* by creating 10 review questions that meet six criteria for study.

Purpose Statement: Students will complete Chapter Two and provide a written response to: *Writing Purpose Statements, Research Questions, and Hypotheses,* by submitting an abstract of the purpose of their proposed study.

Review of Literature: Students will read Chapter Three: *Writing the Review of Literature for Your Dissertation.* Students will submit Phases I: steps one through seven.

Literature Review: Students will complete a 10-page literature review with focus on addressing Phase 2 (Chp. 3)

Grading

Project/Assignment	Percent of grade
Attendance and Participation	10%
APA Publication Modules	10%
Developing the Problem Statement	20%
Purpose Statement	20%
Review of Literature	20%
Literature Review	20%
Total:	100%

Grading Scale

80% or above = CR (Credit; Course is passed)
Below 80%=   NC (No Credit; Course is failed)

Minimum Competencies

This course requires satisfactory completion of multiple elements (i.e., APA Publication Modules, Program Information Receipt Form, Professional Development Plan, Diversity Paper and Presentation, CV, Mock Interview). Credit for the course will not be given until each element is successfully completed (i.e., a student cannot pass if an element doesn't meet minimum criteria).

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 ʻIke 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.

Course Schedule:

Class#	Date	Class Agenda	Due Next Class
1	1/8	Revisiting Clinical Training – Practicum Preparation. Review PDPs w/ partner.	Practicum Application Materials on PsyD shared drive
2	1/15	Martin Luther King, Jr. Holiday	

3	1/22	• Roundtable Check-in • Licensing, EPPP • Professional documentation/organization • Discussion about Special Setting (SSPs) vs. Theoretical Orientation Presentations (TOPs)	Terrell (2023) – pp. 1 – 9.
4	1/29	• Roundtable Check-in • Library Overview; Discussion about Lit review assignment incl. template building	Terrell (2023) – pp 9 -27
5	2/5	• Writing Purpose Statements and Research Questions	Terrell (2023) – pp 9 -27
6	2/12	• Writing Purpose Statements and Research Questions	Terrell (2023) – pp 9 -27
7	2/19	• Roundtable Check-in • IRB & research ethics • Writing the Review of Literature	Terrell (2023) – pp. 28 – 40
8	2/26	• Roundtable Check-in • Understanding Key Words and Phrases	Terrell (2023) – pp. 28 – 40
9	3/4	• Roundtable Check-in • "All Hypotheses Must Include the Word "Significant"	Terrell (2023) – pp. 28 – 40
10	3/11	• Roundtable Check-in • Research versus Null Hypothesis	Terrell (2023) – pp. 42 – 55
11	3/18	• Roundtable Check-in • Understanding Key Words and Phrases	Terrell (2023) – pp. 42 – 55
12	3/25	• Roundtable Check-in • What is a Review	Terrell (2023) - pp. 56 – 65
13	4/1	• Roundtable Check-in • Preparing and Writing a Review of Literature	Terrell (2023) - pp. 56 – 65
14	4/8	• Roundtable Check-in • Writing a Review of Literature	Terrell (2023) - pp. 69 - 79
15	4/15	• Roundtable Check-in • Writing a Review of Literature	Terrell (2023) - pp. 69 - 79
16	4/22	• Professionalization Group I & II Review	*Have a restful summer break!* *Homework: Engage in self-care!*