



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

**Course Number:** PP8201-04-7

**Course Title:** Practicum I

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

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

**Term:** Fall 2024

**Course Credits:** 03

**Class Meeting Days:** Thursdays

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

**Class Location:** Kieffer Hall, rm. 10

**Instructor Name:** Jodie E. Gerson, Psy.D.

**Email:** [jodie.gerson@chaminade.edu](mailto:jodie.gerson@chaminade.edu)

**Phone:** 702-521-7528

**Office Location:** N/A

**Office Hours:** 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 assessment 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 (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

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

1. 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)
2. 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 this course and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as needed to create ethical solutions. (Competency 1)
3. 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 case conceptualization in assessments. (Competency 3 & 4)
4. Students will critique, draw conclusions from, and clinically apply the existing and evolving body of knowledge and methods in the practice and science of psychology in courses and at training sites. (Competency 6)
5. Students will engage in data collection, data analysis, and critical thinking in psychological assessment. (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: 978-0890425763
- Morrison, J. (2024). *Diagnosis made easier: Principles and techniques for mental health clinicians (3rd ed.)*. New York: Guilford Press. ISBN: 9781462553402
- 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: 978-1-119-62335-9
- Zuckerman, E.L. (2018). *The clinician's thesaurus (8th ed.)*. New York: Guilford Press. ISBN: 9781462538805

#### Required Readings

- Eriksen, J.L. & Cormier, D.C. (2024). Considering ethical obligations to overcome stagnant psychological report-writing practices. *Professional Psychology: Research and Practice*, 55(4), 336-344. <https://dx.doi.org/10.1037.pro0000564>
- 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>

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

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring at least 135 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 20 hours in class. As this is a clinical training course requiring community training hours, the additional hours outside of classes are anticipated to equal 16-24 hours per week on clinical training tasks (including supervision, report writing, treatment preparation, etc.).

**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 occasional 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. The projective instrument may be substituted by another cognitive, neuropsychological or developmental measure, or other additional measure.
- 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. Preparation for the Diagnostic CCE will be in the Fall and Spring terms, with the CCE conducted in the Summer term.

The practice and actual CCEs must be written in the HSPP Assessment Report Format and address all of the issues present in the CCE. 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 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. This format will be discussed in the Integrative Assessment class and during the Practicum I Seminar.

The rest of the report presentations may be in the site format but the discussion may address the additional issues that the site may not address in their standard assessment protocols.

Students have 2 opportunities to receive a "Pass" grade on each CCE. After 2 failures, the student will receive a failing grade for that practicum year (the 3 courses in that year's practicum sequence" and will be referred to the SPDC. Further information about the CCE is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*. The practice CCE and actual CCE begins during Spring Term. Successful completion of the CCE needs to occur by the end of the Summer Term. This may be extended with permission.

**Presentation of Diagnostic Practicum Site:** Each student will present a 10-minute description of her/his Diagnostic Practicum Site. Students at the same site may create a combined, longer presentation. Presentations should be in a digital (e.g., Powerpoint or Google Slides) format and should include the following information:

1. The name, location, and mission of the site
2. Populations served by the site
3. Services offered by the site
4. Supervision style and expertise of supervisors

**Specialty Assessment Instrument Presentation:** Each student will present one specialty assessment instrument used at their particular placement site or population (each student must present a different assessment instrument that was not taught in an HSPP course). Copies of the assessment instrument should be brought to the presentation. Each presentation will be approximately 15 minutes. Digital (e.g., Powerpoint or Google Slides) presentations and 1-page emailed handouts should include the following information:

1. The purpose of the assessment instrument (what it is used for)
2. What domain of functioning the assessment instrument usually is used to assess
3. The population with which the assessment instrument is used
4. All psychometrics (e.g., the normative group, reliability, & validity) & instrument administration
5. Interpretation of the instrument findings
6. Most Current Research on the Instrument (include 2 research articles with APA format citations).

**Group Work on Report Styles:** Students will work in small groups to explore styles of assessment report writing in different settings. Student group-led discussion will follow.

**Case Presentations:** Each student will share a sanitized report with the class and provide a case presentation that includes integration of relevant background information, cultural factors, test interpretation, and a summary (formulation for the full battery). The report submitted for this fall term should be in the format of your practicum site. All written reports should be submitted via email to the instructor and the class one week before the presentation date.

1. The **report & case presentation** will be on a full battery conducted at your practicum site (see full battery requirements above; you do not need to have conducted the whole evaluation yourself, but the written work should be yours). The presentation will include a digital (e.g., Powerpoint or Google Slides) presentation to support the oral presentation (approximately 20-30 minutes).
2. For each case presentation, each student in the class is expected to ask the presenter thoughtful questions about the case. This Q&A will be approximately 5-10 minutes.

**Grading**

Project/Assignment	Point Value
Attendance and Participation	10
Diagnostic Practicum Site Presentation	25
Specialty Assessment Instrument Presentation	25
Group Work on Report Styles	15
Case Presentation (full, in site format)	25
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. 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.

### ***Student with Disabilities Statement:***

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### ***Kōkua 'Ike: Tutoring & Learning Services***

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your

Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

***Title IX and Nondiscrimination Statement:***

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

***Nondiscrimination Policy & Notice of Nondiscrimination:***

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

***CUH Alert Emergency Notification:***

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

***Assessment for Student Work:***

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

***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 arrange 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 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 Honesty:***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog 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	08/22	-Introductions -Course Syllabus -Use of library assessment instruments (training required before use of any tool) -Clinical Training Manual, Diagnostic Practicum Section -Time2Track Q&A -Practicum Handouts Q&A	Review Clinical Training Manual in HSPP PsyD Clinical Training Folder in shared drive  Review Time2Track information & Practicum Handouts from Dr. Barton	
2	08/29	-Review of Benchmark Competencies Form & Self Ratings -Practicum Experiences Discussion -Self-Care Discussion	Eriksen & Cormier (2024) article	Practicum Assignment Agreements due to Dr. Barton, Practicum Director
3	09/05	<b>Diagnostic Practicum Site Presentations</b>  -Practicum Experiences Discussion	<u>Schneider et al.</u> : Ch. 1 & 2	Obtain information on site for Diagnostic Practicum Site Presentation and prepare digital presentation
4	09/12	-Reviewing ethics and issues in psychological evaluations and report writing  -Reading Discussion -Practicum Experiences Discussion	<u>Schneider et al.</u> : Ch. 3 & 4  <i>APA Ethical Principles of Psychologist and Code of Conduct</i> Download from <a href="http://www.apa.org/ethics">http://www.apa.org/ethics</a>	
5	09/19	<b>Specialty Assessment Instrument Presentations</b>  -Reading Discussion -Practicum Experiences Discussion	<u>Schneider et al.</u> : Ch. 5 & 6	Prepare for Specialty Assessment Instrument Presentation, including handouts for all students and instructor
6	09/26	<b>Specialty Assessment Instrument Presentations</b>  -Reading Discussion -Practicum Experiences Discussion	<u>Schneider et al.</u> : Ch. 7, 8, & 9	Prepare for Specialty Assessment Instrument Presentation, including handouts for all students and instructor
7	10/03	<b>Specialty Assessment Instrument Presentations</b>  -Reading Discussion -Practicum Experiences Discussion -Self-Care Discussion	<u>Morrison</u> : Ch. 1 & 2	Prepare for Specialty Assessment Instrument Presentation, including handouts for all students and instructor
8	10/10	<b>Specialty Assessment</b>	<u>Morrison</u> : Ch. 3 & 4	

		<b>Instrument Presentations</b> -Reading Discussion -Practicum Experiences Discussion		
9	10/17	-Case Presentation Format: How to present cases during group case reviews  -Reading Discussion -Practicum Experiences Discussion	Sleep et al. (2019) article	
10	10/24	<b>Group Work on Report Styles</b>  -Reading Discussion -Practicum Experiences Discussion	Salthouse (2014) article	
11	10/31	<b>Group-Led Discussions on Report Styles</b>  -Reading Discussion -Practicum Experiences Discussion	McLaughlin & Kan (2014) article	
12	11/07	-Cultural/Diversity Factors in Psychological Reports -Reading Discussion -Practicum Experiences Discussion	Nijdam-Jones & Rosenfeld (2017) article  Review Clinical Training Manual section on Diagnostic CCE	Prepare for Presentation; Reports for next week due to instructor
13	11/14	<b>Case Presentations</b>  -Practicum Experiences Discussion		Prepare for Presentation; Reports for next week due to instructor
14	11/21	<b>Case Presentations</b>  -Practicum Experiences Discussion		Prepare for Presentation; Reports for next week due to instructor
15	11/28	Thanksgiving	No class; Practice self-care!	Prepare for Presentation; Reports for next week due to instructor
16	12/05	<b>Case Presentations</b>  -Practicum Experiences Discussion -Self-Care Discussion		Prepare for Presentation  Course/Instructor Evaluation