



**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:** PP8203

**Course Title:** Practicum III

**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:** Tuesdays

**Class Meeting Hours:** 4:15PM – 5:35PM

**Class Location:** Brogan 101

**Instructor Name:** Vilmarie Baez, PsyD

**Email:** [vilmarie.baez@chaminade.edu](mailto:vilmarie.baez@chaminade.edu)

**Phone:** 808-739-7430

**Office Location:** Behavioral Sciences Room 116

**Office Hours:** Monday and Wednesday 9:00am to 12:00pm (virtual only) and Thursday 1:00pm – 3:00pm. Other days and/or times may be available upon request.

### **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).

The seminar course for students in Intervention Practicum provides group consultation and exploration of psychotherapy in practice. Students are encouraged to discuss their development as a practitioner of clinical psychology and their deepening understanding of the therapeutic process including insights related to the application of their theoretical orientation of choice. Peers learn to provide critical, ethical, diversity sensitive, and supportive feedback on matters related to supervised clinical practice.

### **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 intervention practicum year (completion of Practicum III, IV, and IV-E):

1. Students will apply and refine their therapeutic skills (i.e., initiating the therapeutic process, establishing the therapeutic alliance, interviewing and history gathering). (Competency 8)
2. Students will apply and articulate their clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (Competency 8)
3. Students will link their theoretical orientation for case conceptualization and intervention. (Competency 8)
4. Students will integrate their awareness and understanding of diversity issues and apply their awareness to all aspects of the therapeutic process. (Competency 4, 8, & 11)
5. Students will apply their awareness of ethics and professional behavior as they relate to the application of knowledge and skills in real world settings. Students will review potential ethical relevancies and professional responses as they apply to the practicum experience. (Competency 1, 3, & 11)
6. Students will critically review and evaluate different aspects of their, and their peers', therapeutic cases (i.e., diversity factors, case conceptualization, ethics, treatment planning). (Competency 8)
7. Students will utilize and provide constructive peer feedback to further develop their theoretical orientation and therapeutic skills. (Competency 2 & 3)

### Required Learning Materials

#### Required Textbooks

Sperry, L. & Sperry, J. (2020). *Case conceptualization: Mastering this competency with ease and confidence* (2<sup>nd</sup> ed.). Routledge.

#### 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>.

Calvert, F. L., Deane, F. P., Crowe, T. P., & Grenyer, F. S. (2018). Supervisor perceptions of relational competence: Core components and developmental considerations. *Training and Education in Professional Psychology, 12*(3), 135-141.

Gaines, A. N., & Goldfried, M. R. (2021). Consensus in psychotherapy: Are we there yet? *Clinical Psychology: Science and Practice*. Retrieved from: <https://dx.doi.org/10.1037/cps0000026>

Goldblatt, M. J., Sher, E., Ronningstam, E., & Lindner, R. (2024). Psychotherapy for suicidal transgender and nonbinary people. *Practice Innovations*. Advance online publication.

<https://dx.doi.org/10.1037/pri0000233>

Hereford, M., Wilcox, M. M., & Pollard, E. (2023). A phenomenological exploration into therapists' multicultural case conceptualizations. *Journal of Psychotherapy Integration, 33*(3), 302-320.

Hill, C. E. & Norcross, J. C. (2023). Skills and methods that work in psychotherapy: Observations and conclusions from the special issue. *Psychotherapy*, Advance online publication.

<https://dx.doi.org/10.1037/pst0000487>

Liao, T., Quinlan, E., & Mohi, S. (2022). Factors influencing the theoretical orientations of early career psychologists. *Clinical Psychologist*. Retrieved from:

<https://doi.org/10.1080/13284207.2021.2022434>

Matos, M. & Dimaggio, G. (2023). The interplay between therapeutic relationship and therapeutic technique: "It takes two to tango". *Journal of Clinical Psychology, 79*, 1609-1614.

<https://doi.org/10.1002/jclp.23500>

- Sperry, L. (2022). Adlerian case conceptualization and therapy: The pattern-focused approach. *The Journal of Individual Psychology, 78*(4), 465-478.
- Trevino, A. Y., Tao, K. W., & Van Epps, J. J. (2021). Windows of cultural opportunities: A thematic analysis of how cultural conversations occur in psychotherapy. *Psychotherapy*. Advanced Online Publication. Retrieved from: <http://dx.doi.org/10.1037/a0053000>.

*HSPP Materials (available on program shared drive):*

Hawai'i School of Professional Psychology at Chaminade University of Honolulu: Clinical Training Manual

## **Course Requirements**

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring 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**

It is expected that the student be respectful and sensitive towards their peers and themselves. Given the course's focus on didactic, discussion, participation, and especially experiential learning, the student is expected to attend all classes and be on time. It is also expected that the student will inform me ahead of time if he or she will be late or absent for a class. If the student is tardy or misses a class, he or she is responsible for finding out what material was covered in addition to making up missed work. I encourage you to consult with me to review material missed and for make-up work. Additionally, a student who is chronically tardy may need to repeat the Seminar. A student who misses 3 or more classes may be required to repeat the Seminar.

The instructor's assumptions include the understanding that learning is a shared responsibility; there is a positive correlation between one's active participation and one's learning; and that there are many valid truths and perspectives that are useful in developing self-awareness and critical thinking. The development of critical thinking skills can be facilitated by qualities such as openness, fair-mindedness, curiosity, valuing clarity, respecting different points of view, the willingness to change positions, and the ability to find equanimity.

### **Theoretically Oriented Intervention Review Paper**

Students will write a paper that examines the evidence base of interventions utilized within their theoretical orientation. This paper should be no longer than 1000 words, double spaced, and set in APA format. The review shall include three peer reviewed journal articles that provide meaningful information regarding the efficacy, utility, and limitations of the intervention. This review will be shared with the class and discussed as it pertains to the student's evolving clinical competencies.

### **Case Vignette Presentation**

Create a 30 – 45-minute case vignette presentation of a client. A Guideline will be handed out in class for your preparation. Each student will submit a vignette summary to the instructor a week before the vignette presentation.

### **Peer Consultation**

Students will offer respectful, thoughtful, and critical feedback on the cases that are presented as a means of providing peer consultation. In addition, the peer consultants are encouraged to discuss and

provide observations of the therapeutic process in order to empower and support their peers as evolving clinicians.

### **Autobiographical Essay**

This essay should be no longer than 500 words, double spaced, and set in APA format. 1) Provide an autobiographical statement that includes a reflection of your graduate training that is authentic and gives the reader a sense of who you are personally and professionally. This paper provides you with an opportunity for self-examination, integration of your ideas, and the opportunity to work on internship application essays and receive feedback. A helpful resource can be found at:

<https://psychgradcorner.com/internship-application-tips/>

### **Grading**

<b>Project/Assignment</b>	<b>Point Value</b>
Attendance and Participation	10
Theoretically Oriented Intervention Review Paper	30
Case Vignette Presentation	30
Peer Consultation	15
Autobiographical Essay	15
<b>Total</b>	<b>100</b>

### **Grading Scale**

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

<b>CR/PR</b> (Credit/Progressing)	100 - 80
<b>NC</b> (No Credit)	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](mailto:ada@chaminade.edu)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

***Title IX Compliance:*** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances 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	Assignments Due
1	8/20	Check in: Practicum & Goals Overview of Practicum III Expectations	Syllabus HSPP Clinical Training Manual	
2	8/27	Check in Relational & Professional Competence	APA (2017) Trevino et al. (2021)	
3	9/3	<b>Combined Class: Dr. Philhower's class attends Dr. Baez's class</b>	Sperry & Sperry Ch. 1	
4	9/10	Theoretical Orientations and the Assumptions of Change	Matos & Dimaggio (2023) Sperry & Sperry Ch. 2	
5	9/17	Evidence-Based Intervention	Hereford et al. (2023) Sperry & Sperry Ch. 3	Theoretically Oriented Review Paper
6	9/24	Preparing for Vignette Presentations	Sperry & Sperry Ch. 4	
7	10/1	<b>Combined Class: Dr. Baez's class attends Dr. Philhower's</b> Strengths Based Conceptualization and Resourcing	Sperry & Sperry Ch. 5	Vignette 1 Information
8	10/8	Vignette 1	Hill & Norcross (2022) Sperry & Sperry Ch. 6	Vignette 2 Information
9	10/15	Vignette 2	Sperry & Sperry Ch. 7	Vignette 3 Information
10	10/22	Vignette 3	Sperry & Sperry Ch. 8	Vignette 4 Information
11	10/29	Vignette 4	Sperry, L. (2022) Sperry & Sperry Ch. 9	Vignette 5 Information
12	11/5	Vignette 5	Sperry & Sperry Ch. 10	Vignette 6 Information



13	11/12	Vignette 6	Gains & Golfried (2021) Goldblatt et al. (2024)	Vignette 7 Information
14	11/19	Vignette 7 Self-Care for Therapists	Calvert et al. (2018)	Autobiographical Essays Due
15	11/26	Preparing and Scheduling Mock CCEs	Liao et al. (2022) Intervention CCE Rubric	
16	12/3	Pau Hana/Wrap Up		