Course Syllabus
Chaminade University Honolulu
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP-7111-05-7
Course Title: Professionalization Group II
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Sciences
Term: Spring 2025
Course Credits: 01
Class Meeting Days: Wednesdays
Class Meeting Hours: 1:00 – 2:00
Class Location: Kieffer Hall, rm 8

Instructor Name: Kathryn M. Chun, PhD
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Office Hours: Tuesdays 2-4pm & Thursdays 1-3pm (other times available by appointment)

University Course Catalog Description and Overview
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.

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 (Hawaiian 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 (ʻĀina) 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 and discussions. (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

Sharma, R. (2020). *The unwritten rules of professional etiquette: Building a positive reputation in graduate school.* Habile Press

Required Readings

Association of State and Provincial Psychology Boards. (n.d.). *EPPP Candidate Handbook.* https://www.asppb.net/page/EPPPPart1

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

Herzig, M., & Chasin, L. (2006). *Fostering dialogue across divides: A nuts and bolts guide from the Public Conversations Project.* Watertown, MA: Public Conversations Project.

State of Hawaiʻi Professional and Vocational Licensing Division. (n.d.). *Requirements and Instructions – Psychologist License.* https://cca.hawaii.gov/pvl/

Time2Track (n.d.). *Time2Track for Students & Interns.* https://time2track.com/solutions/students/

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 1-2 hours per week on course readings and class preparation, and 1-2 hours 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 <u>actively participate</u> 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.

Mock Interview: In preparation for their practicum interviews, students will present professionally and respond appropriately in a 15-minute outside-of-class practice interview with the instructor.

APA Publication Manual Modules: These are self-paced, asynchronous course modules that students must successfully complete by the end of the term. For the Spring Pro Group course, students must successfully pass two modules: 1) Spelling, Capitalization, and Abbreviations, and 2) Works Cited in Text.

You will be required to submit a screenshot of your passing module score.

Research Interest Presentation: Students will search the peer-reviewed literature for articles related to a research topic/area of interest. This, for some, will be a preliminary step in developing a specific research question towards the dissertation requirement. Students will be required to submit a spreadsheet with at least 5 peer-reviewed studies related to a preferred topic of interest. The formatting of the spreadsheet will be discussed. The results will be shared in a 15-minute presentation. This presentation must culminate in a statement of a specific research question or questions that the review suggests are next step questions in the area of research you've chosen.

Theoretical Orientation Presentation & Handout (TOP): Students are to research a theoretical orientation, present their findings to the class, and lead a discussion about the orientation (30-minute presentation, 15-minute discussion). They will provide classmates and the instructor with a 2- to 3-page handout detailing the major points and mechanism of change of their chosen theoretical orientation.

Grading

Project/Assignment	Percent of grade
Attendance and Participation	10%
Mock Interview	20%
APA Publication Modules	10%
Research Interest Presentation	25%
Theoretical Orientation Paper and Presentation	35%
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 graded requirements. Credit for the course will not be given until each requirement is successfully completed (i.e., a student cannot pass the course if any requirement does not 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. 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 ʻIke 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 ʻIke via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ʻIke: 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 ʻIke: 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 ʻIke'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 ʻIke at 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 Hawaiʻi 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

Class#	Date	Class Agenda	Due Next Class
1	1/8	• Roundtable Check-in • Review syllabus; discuss the various course requirements • Discussion about Theoretical Orientation Presentations (TOPs)	Herzig & Chasin (2006). Chapter 1 & 2
2	1/15	• Roundtable Check-in • Public Conversation Model	Schedule and conduct mock interviews with the instructor
3	1/22	• Mock Interviews (Individual – meet in Dr. Chun's office at your appointed time)	
4	1/29	• Roundtable Check-in • Mock Interviews and Practicum Applications Discussion	Dissertation Manual (HSPP PsyD Program Drive Dissertation folder)
5	2/5	• Roundtable Check-in • Dissertation Manual • Literature Search Discussion	IRB Forms via IRB Link (HSPP PsyD Program Drive Dissertation folder) Build Lit Review spreadsheet
6	2/12	• Roundtable Check-in • IRB & research ethics	Build Lit Review spreadsheet

7	2/19	• Roundtable Check-in • Dissertation topic discussion, empiricism	Prepare Research Interest Presentations
8	2/26	• Roundtable Check-in • Research Interest Presentations	Prepare Research Interest Presentations
9	3/5	• Roundtable Check-in • Research Interest Presentations	Prepare TOPs
10	3/12	• Roundtable Check-in • TOP presentation & Discussion	Prepare TOPs
11	3/19	• Roundtable Check-in • TOP presentation & Discussion	
12	3/26	• Makeup Holiday for MLK, Jr. Day	Prepare TOPs
13	4/2	• Roundtable Check-in • TOP presentation & Discussion	Prepare TOPs
14	4/9	• Roundtable Check-in • TOP presentation & Discussion	
15	4/16	• Discussion of Special Settings	Websites: • Time2Track for Students & Interns • Requirements and Instructions – Psychologist License • EPPP Candidate Handbook
16	4/23	• Licensing, EPPP • Professional documentation/organization • Professionalization Group I & II Review	*Have a restful spring break!* *Homework: Engage in self-care!*