



Chaminade
University
OF HONOLULU

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

Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7373-02-7

Course Title: Integrative Assessment

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2025

Course Credits: 03

Class Meeting Days: Thursdays

Class Meeting Hours: 9:00am-12:00pm

Class Location: Behavioral Science Building, rm. 101

Instructor Name: Kathryn Chun, PhD

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Phone: 808.739.7425

Office Location: Behavioral Science Building, rm. 103

Office Hours: Tuesdays 1:00pm-4:00pm, other times by appointment

University Course Catalog Description and Overview

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations. This course provides training in integrative assessments that will support the assessments students conduct concurrently with patients in their diagnostic practicum. PP7373 Integrative Assessment is an advanced course that cannot be taken without first completing the following courses: PP7010 Lifespan Development, PP7040 Cognition and Affective Processes, PP7051 Biological Bases of Behavior, PP7045 Psychopathology, PP7365 Clinical Interviewing, PP7370 Cognitive Assessment, PP7371 Objective Personality Assessment, PP8646 Neuropsychological Assessment, and PP7372 Projective Personality Assessment. To pass the course, students must (at a minimum) integrate cognitive, affective, biological, and developmental information in their final psychological integrative assessment.

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 ('Āina) '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

1. Students will competently administer, score, and interpret the results obtained from psychological testing instruments for cognitive/learning, and objective and projective personality/emotional domains, and integrate this data with other assessment measures, as well as behavioral and qualitative information, into a well-written, evidence-based, integrative psychological report format. These integrative reports are consistent with professional and ethical standards and effectively assess and conceptualize the strengths and problems of patients from diverse and marginalized populations. (Competency 2, 7)
2. Students will critique, draw conclusions from, and apply knowledge of test development and measurement theory when investigating clinical phenomena and in the practice and science of integrative psychological assessment. (Competency 6)
3. Students will consider, judge, select, and apply knowledge of appropriate evidence-based psychotherapeutic techniques by comparing and contrasting therapeutic options, and defending and analyzing their selections for inclusion in recommendations appropriate for diverse patients. (Competency 4, 7)
4. Students will critically think and integrate test results, interview data, and history into a meaningful understanding of the patient, as measured by their writing and presentations of integrative psychological evaluation reports. (Competency 2)
5. Students will develop their understanding of the legal and ethical issues and pitfalls associated with conducting integrative psychological evaluations, by addressing ethical dilemmas, considering potential solutions to them, and initiating consultation as needed to propose and execute ethical solutions. (Competency 1)
6. Students will competently assess diverse patients (broadly defined to include issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social-economic status), appreciating the impact of individual and cultural diversity on assessment methods and integrative psychological assessment services, as well as incorporation of Marianist values of service and justice. (Competency 4, 11)
7. Students will provide consultation on the results and impact of the comprehensive integrative assessment report to assist in treatment development and case decisions. (Competency 9).

Required Learning Materials

Required Textbooks

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text revision)*. Washington, D.C.: APA. ISBN: 978-0-89042-576-3
- Harwood, T.M., Beutler, L.E. & Groth-Marnat, G. (2011). *Integrative assessment of adult personality (3rd ed.)*. The Guilford Press. ISBN-13: 978-1462509799

Required Readings

- Acklin, M.W. (2018). Integrating clinical information and developing effective reports. In J.N. Butcher (Ed.) *APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders* (Vol.1, pp. 310-318). American Psychological Association.
<http://dx.doi.org/10.1037/0000064-13>
- Bottini, S. Polizzi, C., Vizgaitis, A., Ellenberg, A., & Krantweiss, A. (2019). When measures diverge: The intersection of psychometric instruments and clinical judgment in multimodal adult attention-deficit/hyperactivity disorder assessment. *Professional Psychology: Research and Practice*, 50(6), 353–363. <http://dx.doi.org/10.1037/pro0000248>

- Cowan, P.A. (1988). Developmental psychopathology: A nine-cell map of the territory. *New Directions for Child Development*, 39, 5-30.
- 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>
- Laher, S. & Cockcroft, K. (2017). Moving from culturally biased to culturally responsive assessment practices in low-resource, multicultural settings. *Professional Psychology: Research and Practice*, 48(2), 115–121. <http://dx.doi.org/10.1037/pro0000102>
- Roy, T.A., Mihura, J.L., Friedman, A.F., Nichols, D.S., & Meloy, J.R. (2023). The last psychological evaluation of Charles Manson: Implications for personality, psychopathology, and ideology. *Journal of Threat Assessment and Management*, 10(3), 127-150. <https://dx.doi.org/10.1037/tam0000197>
- Solomon, D., Heck, N., Reed, O., & Smith, D. (2017). Conducting culturally competent intake interviews with LGBTQ youth. *Psychology of Sexual Orientation and Gender Diversity*, 4(4), 403–411. <http://dx.doi.org/10.1037/sgd0000255>
- Spengler, P. & Pilipis, L. (2015). A comprehensive meta-reanalysis of the robustness of the experience—accuracy effect in clinical judgment. *Journal of Counseling Psychology*, 62(3), 360–378. <http://dx.doi.org/10.1037/cou0000065>
- Trent, E., Zamora, I., Tyree, A., & Williams, M. (2018). Clinical considerations in the psychological assessment of bilingual young children. *Professional Psychology: Research and Practice*, 49(3), 234–246. <http://dx.doi.org/10.1037/pro0000195>

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 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Attendance and Participation: Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Students should be in class on time. Any unexcused absences and/or chronically late arrivals will minimally result in a deduction of 5 points from the final grade; the determination of what is or is not excusable remains at the instructor's sole discretion; students are responsible for notifying the instructor to request an excused absence prior to the absence or as soon as possible for illness; and more than two absences may result in the loss of credit for the course. All assignments need to be turned in on time, by the start of the class when the assignment is due. Late reports will be penalized with a 10% reduction of total points for each day the assignment is late.

- Student Interactions: All of the assignments and group activities are organized to promote professional student interactions, enhance students' knowledge, assist in developing a sense of class cohesion and support, and establish trust in sharing perceptions of each skill being taught in the course.
- Each student **must** attend a **Group Cognitive Lab** and a **Group Emotional/Personality Lab** to obtain assistance in writing the Domain sections from the Teaching Assistants and one **Individual Integrative Report TA Meeting** to obtain assistance in writing the Integrative Psychological Assessment Report. Students should come to labs prepared with their written drafts of these domains and the report to appropriately obtain TA consultation. The teaching assistants will provide appointment times for students to choose from.

Quizzes: Students will take brief quizzes on most class days to reinforce learning from assigned readings, previous class lectures, and psychopathology diagnostic knowledge.

Integrative Cognitive Assessment Domain: Students will first submit the cognitive assessment domain, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be submitted into a Google folder that the student creates and shares with the instructor, entitled “Student Last Name, Student First Name_Integrative Psychological Assessment Report”. The domain should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due. Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.

Integrative Emotional Functioning and Personality Assessment Domain: Students will next submit the emotional functioning and personality assessment domain, inclusive of objective and projective assessments, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be uploaded into the previously shared Google folder. This assignment should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due. Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.

Integrative Additional Functioning Assessment Domain: Students will then submit the additional functioning area domain, specifically to assess an area of functioning not covered by the cognitive assessment or emotional functioning and personality assessment domains, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be uploaded into the previously shared Google folder. This assignment should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due. Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.

Integrative Psychological Assessment Report: Students will submit an integrative psychological assessment report, written in the HSPP Assessment Report format (see provided HSPP Assessment Report Template), based on raw data (clinical interview and clinical observations, cognitive assessment, objective personality assessment, projective personality assessment, and additional assessment consistent with “client concerns”) from a volunteer. The final compilation of the Cognitive Domain, the Emotional Functioning and Personality Domain, and the Additional Functioning Area Domain in this integrative report will include cultural, cognitive, affective, biological, and developmental information. Each domain should include cultural/diversity factors integrated into the section. Due to the confidential nature of the data and reports presented in class, all identifying information needs to be changed/deleted (sanitized) before submission of the report. The integrative report must be consistent with professional and ethical standards and demonstrate effective assessment and conceptualization of the strengths and problems of patients from diverse and marginalized populations. It is highly recommended for students to ask the course TAs to check their domain sections, raw data, and the report before submission to ensure that they are sanitized.

- The report should be single-spaced, typed, utilizing a standard 11- or 12-point font size, with a space between each paragraph and each domain. Be sure to spell check and grammar check all reports. Also, ensure that your name is on a signature line at the end of the report. This assignment should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due.
- The consent form signed by the volunteer must accompany the raw data in the previously shared Google folder.

Case Presentation of Integrative Psychological Report: The oral case presentation (and accompanying digital presentation) should reflect your understanding of the case. This is an opportunity for you to verbalize your thinking process and provide a cogent and logical rationale for your formulation. Do not read from your report and make sure you are speaking to your audience. Follow the case presentation format as discussed in class, including a digital presentation with no smaller than 20-point font. Plan on spending approximately 20 minutes for your presentation and another 5 minutes for questions and discussion. A grading matrix will be provided for the report and case presentation. One printed copy of the report and data set needs to be available for students to review during the presentation.

Practice Consultation: Students will offer feedback to peers on case presentations with recognition of strengths and ideas for development.

Final Exam: The final examination will consist of short essay responses to questions about a provided assessment case example. You will need to address cognitive, affective, biological, and developmental information in satisfactorily responding to questions. You will have the entire 3 hours to complete the written examination in class.

Mock Feedback Session: This is an opportunity in which the students will provide constructive feedback to the “client” (the instructor playing the part of the volunteer client) regarding the results of the Integrative Psychological Assessment Report. This will take place in class with classmates offering support.

Grading

Project/Assignment	Point Value
Attendance and Participation (including Group Cognitive Lab, Group Emotional/Personality Lab, Individual Integrative Report TA Meeting)	10
Quizzes	10
Integrative Cognitive Assessment Domain	10
Integrative Emotional Functioning & Personality Assessment Domain	15
Integrative Additional Functioning Assessment Domain	10
Mock Feedback Session Exercise	CR/NC
Integrative Psychological Assessment Report	20
Case Presentation on Integrative Psychological Assessment Report	5
Practice Consultation	5
Final Exam	15
Total	100

*Because this is a mastery level course, all of your assignments must be submitted. If any assignments are missing/late, there will be a 10% deduction from your final points for that assignment, and you will still need to complete any missing assignment(s) to get credit for the course.

You will also need to complete the Integrative Assessment Report with an 80% or better to pass the course. If you do not earn at least an 80%, you will receive an incomplete grade and will have 1 additional opportunity to earn at least 80% or you will not be able to pass the course. The second attempt grade will be averaged with the first attempt grade. A remediation plan will be developed to assist the student in earning at least an 80%. Integration of information is critical to an Integrative Psychological Assessment Report. Students must integrate cultural, cognitive, affective, biological, and developmental information in this report in order to pass the class.

Grading Scale

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

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (87-89)	B = 3.00 (83-86)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\leq 69); Failed - No credit given

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 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 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	8/28	-Overview of Course -Introduction to Integrative Assessments -Introduction to HSPP Integrative Assessment Report Format -Reason for Referral -Sources of Information -Choosing Psychological Tests -Quiz #1		
2	9/4	-Quiz #2 -Cultural & Diversity Factors Integration (Group Activity) -Integrative Clinical Interviews -Clinical/Behavioral Observations -Relevant Background Data -Developmental psychopathology considerations	Harwood et al. Ch. 1 & 2 Cowan (1988) article	Complete Cognitive Assessment and Clinical Interview with volunteer
3	9/11	-Quiz #3 -Data sets -Response to Examination -Presentation of Self -Psychometrics, tests, measurement, & test selection criteria	Harwood et al. Ch. 4 Trent et al. (2018) article	Conduct Emotional/ Personality Assessments & Additional Assessment with volunteer
4	9/18	-Quiz #4 -Review of Cognitive/Learning Assessment -Class mock data exercise on data integration in cognitive domains	Harwood et al., Ch. 5	Attend Group Cognitive Lab Conduct Emotional/ Personality Assessments & Additional Assessment with volunteer
5	9/25	-Quiz #5 -Review of Objective/Projective Emotional/Personality Assessment -Class exercise with mock data on data integration in emotional/	Acklin (2018) article Laher & Cockcroft (2017) article	Integrative Cognitive Assessment Domain Section DUE Attend Group

		personality domains	Solomon et al. (2017) article	Emotional/Personality Lab
6	10/2	-Quiz #6 -Ethical Considerations in psychological evaluations (Group Activity) -Safety Issues (Suicide & Violence Risk)	Harwood et al., Ch. 11 & 12 Eriksen & Cormier (2024) article	Attend Group Emotional/Personality Lab
7	10/9	-Quiz #7 -Prognosis -Measuring Change -Formulation -Class exercise with mock data on data integration in formulation	Spengler & Pilipis (2015) article	Integrative Emotional Functioning & Personality Assessment Domain Section DUE
8	10/16	-Quiz #8 -Systematic Treatment Selection -Recommendations (Group Activity) -Strengths-Based Reports	Harwood et al. Ch. 3 Bottini et al. (2019) article	
9	10/23	-Quiz #9 -Group Activity on Full Integrative Assessment using Roy et al. (2023)	Roy et al. (2023)	Integrative Additional Functioning Assessment Domain Section DUE
10	10/30	-Quiz #10 -Incorporating systems (cognitive, affective, biological, & developmental information) in assessment report domains & case conceptualization -Case Presentation Process -Reflective supervision -Report review with Patient -Individual Student-Professor Consultation Meetings	Harwood et al. Ch. 13 & 14	
11	11/6	Mock Feedback Sessions		Attend Individual Integrative Report TA Meeting
12	11/13	Case Presentations on Integrative Assessment Reports		Attend Individual Integrative Report TA Meeting
13	11/20	Case Presentations on Integrative Assessment Reports		Integrative Assessment Report DUE
14	11/27	Thanksgiving Holiday		

15	12/4	Case Presentations on Integrative Assessment Reports		
16	12/11	Final Exam		Course/Instructor Evaluations Due Have a great winter break!