



Chaminade
University
OF HONOLULU

HAWAII 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: 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 2025

Course Credits: 03

Class Meeting Days: Thursdays

Class Meeting Hours: 4:15PM – 5:35PM

Class Location: Brogan, 101

Instructor Name: Lawrie Ignacio, Psy.D.

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Phone: 808.739.4849 (office)

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Office Location: Brogan 130

Office Hours: **In Person/In office:** Mondays 2-3 PM; Thursdays 5:45-6:45 PM

Virtual: 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).

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 (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 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., & Bluvshstein, M. (2024). *Psychopathology and Psychotherapy: DSM-5-TR Diagnosis, Case Conceptualization, and Treatment* (4th 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>

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>
- Tsang, E. W., Gao, J., Lo, C. N., Trapp, N. T., Boes, A. D., & Sik, H. (2025). Effects of mindfulness meditation on human impulsivity: a systemic review and meta-analysis. *Academia Mental Health and Wellbeing*, 2, 1-24. Retrieved from: <https://doi.org/10.20935/MHealthWellB7477>

HSPP Materials (available on program shared drive):

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

Required Training Hour Tracking Subscription

Students enrolled in practicum and internship are required to maintain an account with Time2Track (<https://time2track.com>), selecting an individual subscription that fits their needs and budget. This tracking subscription allows students to accurately account for their training hours, easily obtain approval signatures, and easily generate summary reports. Maintaining this account through licensure is essential for accurate and credible training records.

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.) and additional hours for course readings, class preparation, and future assignments (e.g., presentations, projects, and reports).

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.

Mock Interview

As part of your professional preparation, you will complete a video-recorded virtual mock interview with the instructor. This required assignment is designed to help you develop confidence, clarity, and professionalism in interview settings that are encountered for diagnostic, intervention, and pre-doctoral internship placements. The student will be asked to articulate their clinical understanding, discuss relevant experiences, and respond to questions that assess their critical thinking and applied knowledge. The focus will be on effective communication of ideas, demonstration of interview preparedness, and presentation as a professional candidate.

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

Project/Assignment	Point Value
Attendance and Participation	10
Theoretically Oriented Intervention Review Paper	20
Case Vignette Presentation	20
Peer Consultation	15
Mock Interview	20
Autobiographical Essay	15
Total	100

Grading Scale

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

CR/PR (Credit/Progressing)	100 - 80
NC (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. 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	Assignments Due
1	8/28	Check in: Practicum & Goals Overview of Practicum III Interview Basics Sign up for Mock Interviews	Syllabus HSPP Clinical Training Manual Sperry et al., Ch. 1	
2	9/4	Practicum Deadlines and Expectations – Dr. Barton	APA (2017) Trevino et al. (2021) Sperry et al., Ch. 2	
3	9/11	Preparing for Vignette Presentations	Sperry et al., Ch. 3	
4	9/18	Theoretical Orientations and the Assumptions of Change	Matos & Dimaggio (2023) Sperry et al., Ch. 4	
5	9/25	Evidence-Based Intervention	Sperry et al., Ch. 5	
6	10/2	Trauma Stewardship Video Discussion <i>Share Theoretical Papers in Class</i>	Sperry et al., Ch. 6	Theoretically Oriented Review Paper
7	10/9	Strengths Based Conceptualization and Resourcing Vignette 1	Tsang et al. (2025) Sperry et al., Ch. 7	Vignette 1 Information
8	10/16	Vignette 2	Hill & Norcross (2022) Sperry et al., Ch. 8	Vignette 2 Information
9	10/23	Vignette 3	Sperry et al., Ch. 9	Vignette 3 Information
10	10/30	Vignette 4	Sperry et al., Ch. 10	Vignette 4 Information
11	11/6	Vignette 5	Sperry, L. (2022) Sperry et al., Ch. 11	Vignette 5 Information
12	11/13	Vignette 6	Sperry et al., Ch. 13	Vignette 6 Information
13	11/20	Vignette 7	Gains & Goldfried (2021) Goldblatt et al. (2024) Sperry et al., Ch.14	Vignette 7 Information

14	11/27	THANKSGIVING HOLIDAY		
15	12/4	Unfinished Business	Calvert et al. (2018) Sperry et al., Ch. 15	Autobiographical Essay