



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

**Course Number:** PP8204

**Course Title:** Practicum IV

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

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

**Term:** Spring 2026

**Course Credits:** 03

**Class Meeting Days:** Tuesdays

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

**Class Location:** Brogan 101

**Instructor Name:** Lianne T. Philhower, PsyD, MPH, C-DBT

**Email:** Lianne.Philhower@chaminade.edu

**Phone:** 808.739.7429 (office) or 808.554.9893 (mobile/text)

**Office Location:** Kieffer 5

**Office Hours:** Tuesdays 1:00pm – 4:00pm, Wednesdays 2:15pm – 4:00pm. Other times available upon request.

### **University Course Catalog Description and Overview**

As a continuation of Practicum III, PP8203 Practicum IV (offered in the Spring) is part of the 2 years of required practicum that provides 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 is structured such that the first year of practicum experience (Practicum I, Practicum II, Practicum II Extension) focuses on assessment issues and the second year experience (Practicum III, Practicum IV, Practicum IV Extension) focusing on psychotherapy.

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

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change



## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

## **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.



9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

### Course Learning Outcomes

Upon completion of the intervention practicum year (completion of Practicum III, IV, and IV-E):

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

Berman, P. S. (2019) Case conceptualization and treatment planning: Integrating theory with clinical practice. American Psychological Association.

#### 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>

American Psychological Association (2019) Guidelines for psychological practice for people with low-income and economic marginalization. Retrieved from:

<https://www.apa.org/about/policy/summary-guidelines-low-income>

American Psychological Association, APA Task Force on Psychological Practice with Sexual Minority Persons. (2021). Guidelines for psychological practice with sexual minority persons. Retrieved from

[www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf](http://www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf).

Callan, S., Schwartz, J., & Arputhan, A. (2021) Training future psychologists to be competent in self-care: A systematic review. *Training and Education in Professional Psychology*, 15(2), 117-125.

Causadias, J. M., Korous, K. M., & Rea-Sandin, G. (2023). The importance of research about research on culture: A call for meta-research on culture. *Cultural Diversity and Ethnic Minority Psychology*, (29)1, 85-95.

Collins, M. H. & Cassill, C. K. (2022). Psychological wellness and self-care: an ethical and professional imperative. *Ethics & Behavior*, (32)1, 634-646. <https://doi.org/10.1080/10508422.2021.1971526>

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

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 systematic review and meta-analysis. *Academia Mental Health and Well-Being*, 2. Retrieved from: <https://doi.org/10.20935/MHealthWellB7477>



## **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.

### **Diversity Integration and Research Interests Essays**

Students will write two essays. Each essay is limited to 500 words, double spaced, and set in APA format. Topics include: 1) Describe how multicultural and diversity variables inform your case conceptualization and clinical practice. Use de-identified case material to illustrate your approach. 2) Describe your research experience and interests.

### **Case Report**

Guidelines for the case report are provided for you on the HSPP shared drive. The case report is based on the client you will be presenting for the Clinical Case Evaluation (CCE). This report is due one week before the oral presentation and intervention recording.

### **Transcript & Analysis**

After obtaining proper consent to audio or video tape a session for educational purposes, transcribe a session with your client and provide an analysis of the session process alongside the session discourse. An example will be provided on the HSPP shared drive for this course. Be sure to number each page as well as each line (indicate "C" for client and "T" for therapist). Include therapeutic process markers relevant to your orientation, therapeutic intentions, understanding of the client's experience, and any reflections, questions, and critiques that may come up for you. The transcript and analysis are due at the same time/date of your oral presentation.



### Mock CCE Presentation

- Present a clinical case to the class in preparation for your final Clinical Case Evaluation that must be passed by Summer Semester. See the HSPP Clinical Training Manual and CCE rubric by which your competencies are evaluated. Provide an introduction to your case that includes the relevant background information you used to conceptualize your case. Explain the orientation from which you are conceptualizing and a complete formulation from which you ground your intervention. The formulation must include your rationale for how change occurs in therapy and must also align with your treatment plan. This part of the presentation should be approximately 30 minutes in length. Be sure to practice the timing of your presentation.
- Introduce the segment of the video or audiotape we will be reviewing. Provide the location on your transcript where the review begins and ends. Orient the class to your therapeutic intentions, questions, and desired feedback. Play 20 minutes of your video or audiotape.
- When the review is complete, stop the video or audiotape and summarize your conceptualization of the case and formulation of treatment. Open up the presentation for questions and feedback from your classmates and professor. This part of the presentation should be approximately 5 minutes in length.
- Respond to any questions and feedback in a professional manner. This part of the presentation should be approximately 20 minutes in length.

### Peer Supervision

Students will offer respectful, thoughtful, and critical feedback of the cases that are presented as a means of providing peer supervision. In addition, the peer supervisors are encouraged to discuss and provide observations of the therapeutic process in order to empower and support their peers as evolving clinicians.

### Grading Criteria

Project/Assignment	Point Value
Attendance & Participation	10
Diversity Integration & Research Papers	20
CCE Written Case Report	20
CCE Transcript & Analysis	20
Mock CCE Presentation	20
Peer Supervision	10
<b>Total</b>	<b>100</b>

### Grading Scale

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

<b>CR/PR</b> (Credit/Progressing)	100 – 80
<b>NC</b> (No Credit)	79 and below

### Practicum Grading Policy

Credit for the year is not awarded until all practicum requirements are met. That is, the Fall and Spring practica (i.e., Practicum I, II, III, IV) will not receive credit until the Summer practicum extensions are completed, all paperwork is accepted, and the corresponding Clinical Competency Evaluation is passed. A student who fails any of the practicum courses within a practicum year must retake all practicum classes for that year, even if they received a PR.



## **Instructional Contact and Credit Hours**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

## **Course Policies**

***Instructor and Student Communication:*** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

***Cell phones, tablets, and laptops:*** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

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

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

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

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.



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

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

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

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

***CUH Alert Emergency Notification:***

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

***Assessment for Student Work:***

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

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents 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

DATE	AGENDA	Readings/Assignment DUE
01/13	Welcome! Clinical Training Reminders and Review of Process Practicum Check-In Preparation for the MOCK CCEs	<b>Reading:</b> Syllabus; HSPP-CUH Clinical Training Manual, Callan et al. (2021)
01/20	<b>Drs. Barton and Philhower</b> Meet at: Behavioral Sciences Rm 101	<b>Reading:</b> APA (2017), Berman (2019) Chapters 1 & 19
01/27	Practicum Check-In Mock CCE Prep	<b>Reading:</b> Berman (2019) Chapters 2 & 3 <b>MOCK CCE#1 Report</b>
02/03	<b>MOCK CCE #1</b>	<b>Reading:</b> Berman (2019) Chapters 4 & 5 <b>MOCK CCE#2 Report</b> <b>MOCK CCE#1 Transcript/PPT</b>
02/10	<b>MOCK CCE #2</b>	<b>Reading:</b> Berman (2019) Chapters 6 & 7 <b>MOCK CCE #3 Report</b> <b>MOCK CCE#2 Transcript/PPT</b>
02/17	<b>MOCK CCE #3</b>	<b>Reading:</b> Berman (2019) Chapters 8 & 9 <b>CCE#3 Transcript/PPT</b> <b>MOCK CCE#4 Report</b>
02/24	<b>MOCK CCE #4</b>	<b>Reading:</b> Berman (2019) Chapters 10 - 12 <b>MOCK CCE#4 Transcript/PPT</b> <b>MOCK CCE#5 Report</b>
03/03	<b>MOCK CCE #5</b>	<b>Reading:</b> Berman (2019) Chapter 13 & 20 <b>MOCK CCE #5 Transcript/PPT</b> <b>MOCK CCE#6 Report</b>
03/10	<b>MOCK CCE #6</b>	<b>Reading:</b> Berman (2019) Ch 14, Hereford et al. (2023) <b>MOCK CCE#6 Transcript/PPT</b> <b>MOCK CCE#7 Report</b>
03/17	<b>MOCK CCE #7</b>	<b>Reading:</b> Berman (2019) Chapter 15, Tsang et al. (2025) <b>MOCK CCE#7 Transcript/PPT</b> <b>CCE#1 Report</b>
03/24	<b>CCE #1</b>	<b>Reading:</b> APA (2019); Berman (2019) Chapter 16 <b>CCE#1 Transcript/PPT</b> <b>CCE#2 Report</b>
03/31	<b>CCE #2</b>	<b>Reading:</b> Collins & Cassill (2022) <b>CCE#2 Transcript/PPT</b> <b>CCE#3 Report</b>
04/07	<b>CCE #3</b>	<b>Reading:</b> APA (2021); Berman (2019) Chapter 17 <b>CCE #3 Transcript/PPT</b> <b>CCE#4 Report</b>
04/14	<b>CCE #4</b>	<b>Reading:</b> Berman (2019) Chapter 18 <b>CCE #4 Transcript/PPT</b> <b>CCE #5 Report</b>
04/21	<b>CCE #5</b>	<b>Reading:</b> Causadias et al. (2023) <b>CCE#5 Transcript/PPT</b>
04/28	<b>Pau Hana Wrap Up</b>	<b>Final Essays Due</b> (Diversity Integration & Research Interests)