



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-8201 Practicum 1

Behavioral Science Building 101, Tuesdays 4:15pm-5:35pm | Credits: [3] | Section: [2] | Term: Fall 2026

Instructor Information

Instructor	Kathryn M. Chun, PhD
Email	kathryn.chun@chaminade.edu
Phone	(808) 256-9490
Office Location	N/A
Office Hours	By request

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

The two years of practicum provide supervised clinical field experiences. 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 on psychotherapy (Practicum III, Practicum IV, Practicum IV Extension).

The seminar courses for students in Diagnostic Practicum provide group consultation and exploration of psychological evaluation experiences in the varied practicum settings of the seminar members. During this course, students examine specific psychological assessment instruments, psychological assessment settings, report writing styles, and prepare for the written and oral portions of the Diagnostic Clinical Competency Evaluation (CCE).

Course Snapshot

Modality	Face-to-Face
Meeting Location	Behavioral Science Building, rm 101
Meeting Days/Times	Tuesdays 4:15pm-5:35pm

Time Commitment	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).
Required Textbooks	American Psychiatric Association (2022). <i>Diagnostic and statistical manual of mental disorders (5th ed., text revision)</i> . Washington, D.C.: APA. ISBN: 978-0890425763
Required Readings	As this is a seminar course for students in Diagnostic Practicum and provides group consultation and exploration of psychological evaluation experiences in varied practicum settings, readings will be assigned on a class-by-class, case-by-case basis, depending on the diagnostic issue presented. <i>HSPP Materials (available on program shared drive)</i> <i>Hawai'i School of Professional Psychology at Chaminade University of Honolulu: Clinical Training Manual</i> <i>Required Training Hour Tracking Subscription</i> 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.
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

Upon completion of the diagnostic practicum year (completion of Practicum I, II, and II-E):

1. Students will administer, score, and interpret the results obtained from psychological testing instruments with other behavioral and qualitative information into a written report that are consistent with professional and ethical standards, effectively assessing and conceptualizing the strengths and problems of diverse clients, and use a variety of assessment techniques. (Competencies 1, 4, & 7)
2. Students will apply the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff, and faculty, and in this course and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as needed to create ethical solutions. (Competency 1)
3. Student will apply the necessary knowledge and skills for working with diverse clients (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, & SES), showing appreciation of the relevance of individual and cultural diversity to the profession, and develop the value of promoting awareness and respect for many forms of diversity in case conceptualization in assessments. (Competency 3 & 4)
4. Students will critique, draw conclusions from, and clinically apply the existing and evolving body of knowledge and methods in the practice and science of psychology in courses and at training sites. (Competency 6)
5. Students will engage in data collection, data analysis, and critical thinking in psychological assessment. (Competency 6 & 7)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

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 (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. 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. 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.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (10%)	The nature of this course requires on-time attendance by all participants at every meeting. Attendance is defined as having completed assigned readings and other projects prior to the start of every meeting, active participation in class discussions, and professional, ethical behavior throughout. Attendance in this manner will help assure that students learn to apply critical thinking skills in line with the objectives of this course. Quality of class attendance will be assessed by the instructor and reflected in the course grade. Students may be excused for occasional training that is provided by the Practicum Site if the training is held at the time of the seminar and with prior approval of the seminar leader. Any absences may require the completion of additional academic assignments. Three or more unexcused absences may result a loss of credit for the course.
Psychological Evaluation Reports:	During the Diagnostic Practicum year, students must complete a total of twelve (12) assessment batteries: six (6) full batteries and six (6) partial batteries. a. A full battery includes a clinical interview and four or more standardized tests or instruments: one (1) intellectual, cognitive, or memory instrument;

	one (1) objective instrument; one (1) projective instrument; and one (1) instrument designed to address a client's needs or answer a referral question. <i>The projective instrument may be substituted by another cognitive, neuropsychological or developmental measure, or other additional measure.</i> b. A partial battery includes a clinical interview and one or more of the following: data gathered from collateral sources; archival data/record review; observational data; or a standardized test or instrument designed to address a client's needs or answer a referral question. c. Students are asked to complete twelve (12) psychological evaluation reports in order to assist in the advancement of their skills in psychological evaluation (administration, scoring, interpretation, generation of hypotheses, written and oral communication of results, and generation of clinical recommendations, the development of critical thinking skills in the interpretation of assessment results and the case conceptualization process, and to increase the student's ability to integrate theory, research, and practice). These reports will be used for discussion during the seminars. i. Site supervisors may guide or direct students on the selection of tests administered or the methods used to gather data. Each battery must be integrated into a report written by the student and submitted to site supervisors for review. Reports must then be submitted to the practicum seminar leader after supervision of the report has been completed. Reports and test data should not be removed from the site in any medium (physical or digital) without sanitizing the reports and data of all identifying information. All identifying information must be removed from the report. Failure to do so constitutes an ethical violation. ii. The practicum seminar leader must review the reports and sign the diagnostic logs for all of the required reports (12). Any additional reports completed in the site during the year only needs to be signed by your site licensed psychologist supervisor. The student must complete the Diagnostic Practicum Battery Logs that will accompany all of the written evaluations. After the student, supervisor, and practicum seminar leader sign the battery log (in that order), the student submits the battery log to the HSPP practicum director. iii. Students who foresee not being able to complete the required twelve (12) batteries within their practicum year due to hardship or circumstances beyond their control should speak to their seminar leader as soon as possible.
Diagnostic and Case Formulation / Clinical Competency Evaluation (CCE)	Guidelines for diagnostic and case formulation will be discussed in class and can be found in the Clinical Training Manual. The CCE will be used to measure a student's diagnostic interviewing skills, psychological evaluation skills, critical thinking and case conceptualization skills in the interpretation of assessment results, students' awareness of ethical, cultural, and social factors in the uses of psychological testing and assessment, and the student's ability to integrate theory, research, and practice. Preparation for the Diagnostic CCE will be in the Fall and Spring terms, with the CCE conducted in the Summer term. <u>The practice and actual CCEs must be written in the HSPP Assessment Report Format and address all of the issues present in the CCE.</u> These reports have to be full evaluations with all of the required interviews and standardized psychological tests. While some sites may not routinely use all of the required tests, you will need to discuss this with your site supervisors to make sure at least 6 (which include the practice and actual CCE) have all of the required psychological tests. The HSPP Assessment Report Format requires full integration of the background and collateral information as well as full integration of the psychological test data and

	other relevant data sets. This format will be discussed in the Integrative Assessment class and during the Practicum I Seminar. The rest of the report presentations may be in the site format but the discussion may address the additional issues that the site may not address in their standard assessment protocols. Students have 2 opportunities to receive a "Pass" grade on their CCE. After 2 failures, the student will receive a failing grade for that practicum year (the 3 courses in that year's practicum sequence) and will be referred to the SPDC. Further information about the CCE is found in the <i>Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual</i>. The practice CCE and actual CCE begins during Spring Term. Successful completion of the CCE needs to occur by the end of the Summer Term.
Presentation of Diagnostic Practicum Site (25%)	Each student will present a 10-minute description of her/his Diagnostic Practicum Site. Students at the same site may create a combined, longer presentation. Presentations should be in a digital (e.g., PowerPoint or Google Slides) format and should include the following information: 1. The name, location, and mission of the site 2. Populations served by the site 3. Services offered by the site 4. Supervision style and expertise of supervisors
Specialty Assessment Instrument Presentation (25%)	Each student will present one specialty assessment instrument used at their particular placement site or population (each student must present a different assessment instrument that was not taught in an HSPP course). Copies of the assessment instrument should be brought to the presentation. Each presentation will be approximately 15 minutes. Digital (e.g., PowerPoint, Google Slides) presentations and 1-page emailed handouts should include the following information: 1. The purpose of the assessment instrument (what it is used for) 2. What domain of functioning the assessment instrument usually is used to assess 3. The population with which the assessment instrument is used 4. All psychometrics (e.g., the normative group, reliability, & validity) & instrument administration 5. Interpretation of the instrument findings 6. Most Current Research on the Instrument (include 2 research articles with APA format citations).
Case Presentations (20%)	Each student will share a sanitized report with the class and provide a case presentation that includes relevant background information, cultural factors, test interpretation, and a formulation (summary). The report submitted for this fall term should be in the format of your practicum site. All written reports should be submitted via email to the instructor and the class one week before the presentation date. 1. The report & case presentation will be on a full battery conducted at your practicum site (see full battery requirements above; you do not need to have conducted the whole evaluation yourself, but the written work should be yours). The presentation will include a digital (e.g., PowerPoint, Google Slides) presentation to support the oral presentation (approximately 20-30 minutes). 2. For each case presentation, each student in the class is expected to ask the presenter thoughtful questions about the case. This Q&A will be approximately 5-10 minutes.

Course Policies

Late Work	Late work is not accepted unless approved by the instructor. Contact your instructor regarding arrangements and the impact on your final grade.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.
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.
Use of course information, content, and materials	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).
APA writing style	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.
Use of AI in this course	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.

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.
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Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance and Participation	10
Diagnostic Practicum Site Presentation	25
Specialty Assessment Instrument Presentation	25
Case Report & Presentation (full, in site format)	40
Total	100

Final grades are submitted to Self-Service (selfservice.chaminade.edu).

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
CR/PR	80-100 points
NC	79 points and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Assignments Due
1	8/25	- Dr. Mitsunaga to meet with class - Introductions, Course Syllabus - Use of library assessment instruments (training required before use of any tool) - Clinical Training Manual, Diagnostic Practicum Section - Time2Track Q&A - Practicum Handouts Q&A - Practicum Presentation Sign-ups	
2	9/1	- Review of Benchmark Competencies Form & Self Ratings - Practicum Experiences & Time Management Discussion	- Practicum Assignment Agreements due to Practicum Director
3	9/8	- Diagnostic Practicum Site Presentations - Practicum Experiences Discussion	- Obtain information on site for Diagnostic Practicum Site Presentation and prepare digital presentation
4	9/15	- Diagnostic Practicum Site Presentations - Practicum Experiences Discussion	
5	9/22	- Reviewing ethics and issues in psychological evaluations and report writing - Practicum Experiences Discussion	
6	9/29	- Specialty Assessment Instrument Presentations - Practicum Experiences Discussion	- Specialty Assessment Instrument presentation including handouts for students and instructor
7	10/6	- Specialty Assessment Instrument Presentations - Practicum Experiences Discussion	- Specialty Assessment Instrument presentation including handouts for students and instructor
8	10/13	- Work with clinical supervisor on choosing case report for case presentation - Practicum Experiences Discussion	- Specialty Assessment Instrument presentation including handouts for students and instructor
9	10/20	- Specialty Assessment Instrument Presentations - Practicum Experiences Discussion	- Specialty Assessment Instrument presentation including handouts for students and instructor
10	10/27	- Case Presentation Format: How to present cases during group case reviews - Practicum Experiences Discussion	

Week#	Date	Topics	Assignments Due
11	11/3	- Cultural/Diversity Factors in Psychological Reports - Practicum Experiences Discussion	
12	11/10	- Case Presentations - Practicum Experiences Discussion	- Case presentation preparation, including sanitized and proofed reports
13	11/17	- Case Presentations - Practicum Experiences Discussion	- Case presentation preparation, including sanitized and proofed reports
14	11/24	- Case Presentations - Practicum Experiences Discussion	- Case presentation preparation, including sanitized and proofed reports
15	12/1	- Case Presentations - Practicum Experiences Discussion	- Case presentation preparation, including sanitized and proofed reports
16	12/8	- Course review - Discuss mid-year forms - Discuss client and practicum site coverage during break - Discuss ethics/cultural conflict re holiday gifts	