



College of Education and Human Development

Hawai'i School of Professional Psychology

PP7373-01-07 Integrative Assessment

Behavioral Science 101, Tuesdays 1:00pm-4:00pm | Credits: [03] | Section: [07] | Term: [Fall 2026]

Instructor Information

Instructor	Jolene Young, PsyD
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Phone	808.739.4679
Office Location	Brogan 131
Office Hours	Mondays 11:00am-1:00pm; 2:00pm – 3:00pm, other times by appointment

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

Course Snapshot

Modality	Face-to-Face
Meeting Location	<i>Behavioral Science 101</i>
Meeting Days/Times	<i>Tuesdays, 1:00pm – 4:00pm</i>
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 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders (5th ed., text revision)</i>. Washington, D.C.: APA. ISBN: 978-0-89042-576-3 Harwood, T.M., Beutler, L.E. & Groth-Marnat, G. (2011). <i>Integrative assessment of adult personality (3rd ed.)</i>. The Guilford Press. ISBN-13: 978-1462509799
Required Readings	Acklin, M.W. (2018). Integrating clinical information and developing effective reports. In J.N. Butcher (Ed.) <i>APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders</i> (Vol.1, pp. 310-318). American Psychological Association. http://dx.doi.org/10.1037/0000064-13 Bottini, S. Polizzi, C., Vizgaitis, A., Ellenberg, A., & Krantweiss, A. (2019). When measures diverge: The intersection of psychometric instruments and clinical judgment in multimodal adult attention-deficit/hyperactivity disorder assessment. <i>Professional Psychology: Research and Practice</i>, 50(6), 353–363. http://dx.doi.org/10.1037/pro0000248 Cowan, P.A. (1988). Developmental psychopathology: A nine-cell map of the territory. <i>New Directions for Child Development</i>, 39, 5-30. Eriksen, J.L. & Cormier, D.C. (2024). Considering ethical obligations to overcome stagnant psychological report-writing practices. <i>Professional Psychology: Research and Practice</i>, 55(4), 336-344. https://dx.doi.org/10.1037.pro0000564 Laher, S. & Cockcroft, K. (2017). Moving from culturally biased to culturally responsive assessment practices in low-resource, multicultural settings. <i>Professional Psychology: Research and Practice</i>, 48(2), 115–121. http://dx.doi.org/10.1037/pro0000102 Roy, T.A., Mihura, J.L., Friedman, A.F., Nichols, D.S., & Meloy, J.R. (2023). The last psychological evaluation of Charles Manson: Implications for personality, psychopathology, and ideology. <i>Journal of Threat Assessment and Management</i>, 10(3), 127-150. https://dx.doi.org/10.1037/tam0000197 Solomon, D., Heck, N., Reed, O., & Smith, D. (2017). Conducting culturally competent intake interviews with LGBTQ youth. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 4(4), 403–411. http://dx.doi.org/10.1037/sgd0000255 Spengler, P. & Pilipis, L. (2015). A comprehensive meta-reanalysis of the robustness of the experience—accuracy effect in clinical judgment. <i>Journal of Counseling Psychology</i>, 62(3), 360–378. http://dx.doi.org/10.1037/cou0000065 Trent, E., Zamora, I., Tyree, A., & Williams, M. (2018). Clinical considerations in the psychological assessment of bilingual young children. <i>Professional Psychology: Research and Practice</i>, 49(3), 234–246. http://dx.doi.org/10.1037/pro0000195
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	Announcements, and grades are posted to Canvas (chaminade.instructure.com). Course materials are located on Canvas and the Google Drive.

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)

1. Students will competently administer, score, and interpret the results obtained from psychological testing instruments for cognitive/learning, and objective and projective personality/emotional domains, and

integrate this data with other assessment measures, as well as behavioral and qualitative information, into a well-written, evidence-based, integrative psychological report format. These integrative reports are consistent with professional and ethical standards and effectively assess and conceptualize the strengths and problems of patients from diverse and marginalized populations. (Competency 2, 7)

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

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 Pts)	Regular attendance and participation is required; therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave professionally. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic, may result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two absences may result in loss of credit for the course. Students are responsible for notifying the instructor of an absence prior to the absence or as soon as possible for illness. All assignments need to be turned in on time, by the start of the class when the assignment is due. Late reports will be penalized with a reduction of total points for each day the assignment is late. • Student Interactions: All of the assignments and group activities are organized to promote professional student interactions, enhance students' knowledge, assist in developing a sense of class cohesion and support, and establish trust in sharing perceptions of each skill being taught in the course. • Each student must attend a Group Cognitive Lab and a Group Emotional/Personality Lab to obtain assistance in writing the Domain sections from the Teaching Assistants and one Individual Integrative Report TA Meeting to obtain assistance in writing the Integrative Psychological Assessment Report. Students should come to labs prepared with their written drafts of these domains and the report to appropriately obtain TA consultation. <u>For the individual lab, and draft of your written integrative psychological report should be sent to your TA 48 hours prior to your meeting for the TA to review.</u> The teaching assistants will provide appointment times for students to choose from.
Quizzes (10 Pts)	Students will take brief quizzes on most class days to reinforce learning from assigned readings, previous class lectures, and psychopathology diagnostic knowledge.

Integrative Cognitive Assessment Domain (10 Pts)	Students will first submit the cognitive assessment domain, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be submitted into a Google folder that the student creates only on the student's Chaminade Google Account and shares with the instructor's Chaminade Google Account, entitled "Student Last Name, Student First Name_Integrative Psychological Assessment Report". See the Integrative Psychological Assessment Report Section for instructions related to acquiring a volunteer. The domain should be written in Microsoft Word and uploaded to Canvas by 9:00am on the date it is due. The document should be labeled, "Student Last Name, Student First Name_Integrative Cognitive Assessment Domain_Date." Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.
Integrative Emotional Functioning and Personality Assessment Domain (15 Pts)	Students will next submit the emotional functioning and personality assessment domain, inclusive of objective and projective assessments, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be uploaded into the previously shared Google folder. This assignment should be written in Microsoft Word and uploaded to Canvas Assignment by 9:00am on the date it is due. The document should be labeled, "Student Last Name, Student First Name_Integrative Emotional Functioning and Personality Assessment Domain_Date." Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.
Integrative Additional Functioning Assessment Domain (10 Pts)	Students will then submit the additional functioning area domain, specifically to assess an area of functioning not covered by the cognitive assessment or emotional functioning and personality assessment domains, written for the Integrative Psychological Assessment Report format. The domain should include cultural/diversity factors integrated into the section. The sanitized raw data will be uploaded into the previously shared Google folder. This assignment should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due. The document should be labeled, "Student Last Name, Student First Name_Integrative Additional Functioning Assessment Domain_Date." Feedback will be provided and students will have the opportunity to edit their work based on this assignment before inclusion of the section in the Integrative Psychological Assessment Report.
Integrative Psychological Assessment Report (20 Pts)	Students will submit an integrative psychological assessment report, written in the HSPP Assessment Report format (see provided HSPP Assessment Report Template), based on raw data (clinical interview and clinical observations, cognitive assessment, objective personality assessment, projective personality assessment, and additional assessment consistent with "client concerns") from a volunteer. The volunteer should be 18 and older and should not be a student at HSPP. The volunteer is required to sign a consent form to volunteer and you and the volunteer are required to follow the policies and procedures outlined in the consent form. <u>The final compilation of the Cognitive Domain, the Emotional Functioning and Personality Domain, and the Additional Functioning Area Domain in this integrative report will include cultural, cognitive, affective, biological, and developmental information. Each domain should include cultural/diversity factors integrated into the section.</u> Due to the confidential nature of the data and reports presented in class, all identifying information needs to be

	changed/deleted (sanitized) before submission of the report. The integrative report must be consistent with professional and ethical standards and demonstrate effective assessment and conceptualization of the strengths and problems of patients from diverse and marginalized populations. It is highly recommended for students to ask the course TAs to check their domain sections, raw data, and the report before submission to ensure that they are sanitized. • The report should be single-spaced, typed, utilizing a standard 12-point font size, with a space between each paragraph and each domain. Be sure to spell check and grammar check all reports. Also, ensure that your name is on a signature line at the end of the report. This assignment should be written in Microsoft Word and uploaded to the Canvas Assignment folder in the Canvas course folder by 9:00am on the date it is due. The document should be labeled, "Student Last Name, Student First Name_Integrative Psychological Assessment Report_Date." • The consent form signed by the volunteer must accompany the raw data in the previously shared Google folder.
Case Presentation of Integrative Psychological Report (5 Pts)	The oral case presentation (and accompanying digital presentation) should reflect your understanding of the case. This is an opportunity for you to verbalize your thinking process and provide a cogent and logical rationale for your formulation. Do not read from your report and make sure you are speaking to your audience. Follow the case presentation format as discussed in class, including a digital presentation with no smaller than 20-point font. Plan on spending approximately 20 minutes for your presentation and another 5 minutes for questions and discussion. A grading matrix will be provided for the report and case presentation. One printed copy of the report and data set needs to be available for students to review during the presentation.
Practice Consultation (5 Pts)	As an audience member of the case presentation, you are expected to offer feedback with recognition of strengths and ideas for development, and ask questions for the presenter to assist with their presentation, conceptualization, and critical thinking skills. You will also need to complete a feedback form for every presenter to be emailed to Dr. Young one week after the completion of case presentations. The word document should be one file for every presenter. The document should be labeled, "Student Last Name, Student First Name_Case Presentation Feedback_Date."
Final Exam (15 Pts)	This will be an in-class, final exam. Content will be application of the readings, lecture material, class discussions, and activities. You will have the entire 3 hours to complete the written examination in class.
Mock Feedback Session (CR/NR)	This is an opportunity in which the students will provide constructive feedback to the "client" (the instructor playing the part of the volunteer client) regarding the results of the Integrative Psychological Assessment Report. This will take place in class with classmates offering support.

Course Policies

Late Work	*Because this is a mastery level course, all of your assignments must be submitted. If any assignments are missing/late, there will be a 10% deduction from your final points for that assignment, and you will still need to complete any missing assignment(s) to get credit for the course. You will also need to complete the Integrative Assessment Report with an 80% or better to pass the course. If you do not earn at least an 80%, you will receive an
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	incomplete grade and will have 1 additional opportunity to earn at least 80% or you will not be able to pass the course. The second attempt grade will be averaged with the first attempt grade. A remediation plan will be developed to assist the student in earning at least an 80%. <u>Integration of information is critical to an Integrative Psychological Assessment Report. Students must integrate cultural, cognitive, affective, biological, and developmental information in this report in order to pass the class.</u>
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	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed (see above). The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
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). <u>Therefore, using artificial intelligence (AI) and automated writing tools is not permitted for program submissions and will be considered academic dishonesty.</u>
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.

Final Grades

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

Project/Assignment	Point Value
Attendance and Participation (including Group Cognitive Lab, Group Emotional/Personality Lab, Individual Integrative Report TA Meeting)	10
Quizzes	10
Integrative Cognitive Assessment Domain	10
Integrative Emotional Functioning & Personality Assessment Domain	15
Integrative Additional Functioning Assessment Domain	10
Integrative Psychological Assessment Report	20
Case Presentation on Integrative Psychological Assessment Report	5
Practice Consultation	5
Final Exam	15
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
A	4.00 (93-100)
A-	3.67 (90-92)

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
B+	3.33 (87-89)
B	3.00 (83-86)
B-	2.67 (80-82)
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

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/
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	Readings Due	Assignments Due
1	8/25	-Overview of Course -Introduction to Integrative Assessments -Introduction to HSPP Integrative Assessment Report Format -Reason for Referral -Sources of Information -Choosing Psychological Tests -Quiz #1		
2	9/1	-Quiz #2 -Cultural & Diversity Factors Integration (Group Activity) -Integrative Clinical Interviews -Clinical/Behavioral Observations -Relevant Background Data -Developmental psychopathology considerations	Harwood et al. Ch. 1 & 2 Cowan (1988) article	
3	9/8	-Quiz #3 - Case Presentation and Lab Sign-Ups -Data sets -Response to Examination -Presentation of Self -Psychometrics, tests, measurement, & test selection criteria	Harwood et al. Ch. 4 Trent et al. (2018) article	Complete Cognitive Assessment and Clinical Interview with volunteer
4	9/15	-Quiz #4 -Review of Cognitive/Learning Assessment -Class mock data exercise on data integration in cognitive domains	Harwood et al., Ch. 5	Conduct Emotional/ Personality Assessments & Additional Assessment with volunteer
5	9/22	-Quiz #5 -Review of Objective/Projective Emotional/Personality Assessment -Class exercise with mock data on data integration in emotional/ personality domains - Scoring Emotional/Personality Assessment	Acklin (2018) article Laher & Cockcroft (2017) article Solomon et al. (2017) article	Attend Group Cognitive Lab Conduct Emotional/ Personality Assessments & Additional Assessment with volunteer
6	9/29	-Quiz #6 -Ethical Considerations in psychological evaluations (Group Activity) -Safety Issues (Suicide & Violence Risk) - Scoring Emotional/Personality Assessment	Harwood et al., Ch. 11 & 12 Eriksen & Cormier (2024) article	Integrative Cognitive Assessment Domain Section DUE Attend Group Emotional/Pers onality Lab

Week#	Date	Topics	Readings Due	Assignments Due
7	10/6	-Quiz #7 -Prognosis -Measuring Change -Formulation -Class exercise with mock data on data integration in formulation	Spengler & Pilipis (2015) article	Attend Group Emotional/Personality Lab
8	10/13	-Quiz #8 -Systematic Treatment Selection -Recommendations (Group Activity) -Strengths-Based Reports	Harwood et al. Ch. 3 Bottini et al. (2019) article	Integrative Emotional Functioning & Personality Assessment Domain Section DUE
9	10/20	-Quiz #9 -Group Activity on Full Integrative Assessment using Roy et al. (2023)	Roy et al. (2023)	Integrative Additional Functioning Assessment Domain Section DUE
10	10/27	-Quiz #10 -Incorporating systems (cognitive, affective, biological, & developmental information) in assessment report domains & case conceptualization -Case Presentation Process -Reflective supervision -Report review with Patient -Individual Student-Professor Consultation Meetings	Harwood et al. Ch. 13 & 14	
11	11/3	Mock Feedback Sessions		Attend Individual Integrative Report TA Meeting
12	11/10	Case Presentations on Integrative Assessment Reports		Attend Individual Integrative Report TA Meeting
13	11/17	Case Presentations on Integrative Assessment Reports		Integrative Assessment Report DUE
14	11/24	Case Presentation Preparation		
15	12/1	Case Presentations on Integrative Assessment Reports Final Exam Review		

Week#	Date	Topics	Readings Due	Assignments Due
16	12/8	Final Exam		Course/Instructor Evaluations Due Have a great winter break!