



UNIVERSITY of HAWAII  
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

**PSY 270: INTRODUCTION TO CLINICAL PSYCHOLOGY**

FALL 2024

3 Credits | CRN 64218 & 64231

## Windward Community College Mission Statement

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'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence*

## Instructor Information

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Instructor: Frank Palacat

Office: Na'auao 123 Phone (808) 236-9209

Office Hours: Make an appointment at <https://www.star.hawaii.edu/appointment/>  
MTWR 11:30am- 12:45pm (Online via Zoom)

Email: palacatf@hawaii.edu

ZOOM: <https://hawaii.zoom.us/my/palacatf>

## Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

## Course Information

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### Catalog Description

This course will provide students with an understanding of the history, theories and current developments in clinical psychology and different methods of assessment, forms of intervention and types of psychological problems.

**PREREQUISITES:**

Grade of "C" or better in PSY 100.

### Activities Required at Scheduled Times Other than Class Times

Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

### Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Critique the foundation of knowledge, skills, professional attitudes and values associated with clinical psychology.
2. Integrate the basic perspectives, concepts, principles, practices and general information comprising the field of clinical psychology.
3. Utilize the various clinical psychology models and concepts in explaining human behaviors.

### Required Materials

**Required Text:**

Hunsley, J., Lee, C., (2014). Introduction to Clinical Psychology: An Evidence-Based Approach (2nd ed.). New Jersey: Wiley

**Recommended Reading Resources:**

American Psychiatric Association. (2000). Diagnostic and Statistical Manual, (5th Ed), Text Revision. Washington DC: Author. (In Reference section of WCC Library Call number: RC455.2.C4D536 2000)

### Course Format

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This course is offered in a 16-week time frame. Please note that this is not a self-paced course, the class schedule is strictly followed.

### Course Technology

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**Lamakū Learning Management System**

- Weblink: <https://lamaku.hawaii.edu/d2l/home>

- Lamakū will be unavailable daily from 3:00 am-4:00 am HST for server backup and maintenance.
- Lamakū automatically logs you out *if it does not detect activity for two hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

## Other Technology

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [Google Sheets](#) is used to create assignment and reference worksheets ([accessibility statement](#), [privacy policy](#))
- [Google Docs](#) is used to create the Course Design Document and rubrics ([accessibility statement](#), [privacy policy](#))
- [Kahoot!](#) is used for review activities ([accessibility statement](#), [privacy policy](#))
- [Flip](#) is used for some of the discussion activities ([accessibility statement](#), [privacy policy](#))
- [Padlet](#) is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet privacy policy](#))
- [Quizlet](#) is used for interaction (accessibility statement not provided, [privacy policy](#))
- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

## Participation Verification

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Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with [Executive Policy 7.209](#), all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

## Grading Policy

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### Assessment Tasks and Grading

- 1. PARTICIPATION (10%, 100 points of total grade):**  
Each student will be expected to participate each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning

opportunities with weekly deadlines, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student to contribute to the interactive learning that is an important part of every course. **To receive credit** for participation, each student will need **to participate, on time.**

**2. QUIZZES (15%, 150 points of total grade)**

Complete each chapter quiz for a total of 15 quizzes. Each quiz will cover the important terms, concepts, and ideas from the chapter.

**3. CHAPTER REFLECTIONS (15%, 150 points of total grade)**

Complete weekly reflections for each chapter. This aspect of the course should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of Clinical Psychology through meaningful and personal experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete required postings.

For EACH CHAPTER: Read the assigned chapter in full. Write a MINIMUM 300 word post: Your post should demonstrate your interest and understanding of any select term(s), theory(s), or concept(s) you choose & apply them to real life. by completing the following criteria:

1. **(5pts)** Describe/Define technically, according to your text but summarized in your own words, **three (3) NEW** things that you learned and found interesting; things you DID NOT know before reading the chapter.
2. **(5pts)** Pick at **least one** of the three from above and, detail how this information will be helpful to you in the future.
  - a. How can you potentially use this new information in your life?
  - b. With whom?
  - c. In what type of situation(s)?
  - d. How might this information change your behavior or thought process now, vs
  - e. How you have/might have behaved/thought without this knowledge?

**4. CHAPTERS PRESENTATION (20%, 200 points of total grade):**

Each team/individual will choose a chapter, from the text. Presentation of the chapter will be decided with the instructor. Presentation will be at least 50 minutes in length. Presentations must be interactive which may include activities, videos, discussions, guest speakers, etc. Handouts of the information must be provided for your fellow students. Team and chapter selection method will be decided and implemented in a class discussion.

*Grading Rubric for Presentation is as follows:*

*Windward Community College is an equal opportunity, affirmative action institution.*

Presentation Component	Satisfactory Description	Points
50 minutes	Presentation was at least 50 minutes.	50
Mode of Presentation	Material was presented in an interactive format.	50
Chapter Material	Relevant material from the selected chapter was presented.	50
Handouts	Handouts consisting of presented chapter material (may be a copy of the .ppt presentation slides).	50
<b>TOTAL POSSIBLE POINTS:</b>		<b>200</b>

### B. PSYCHOTHERAPY CASE STUDY (40% of total grade):

This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this assignment.

Have you ever wondered what causes mental illness, or why we react to stress the way we do? Or what to expect as you get older? Clinical psychology is the study of psychological disorders and the treatments designed to improve the day-to-day lives of people suffering from them. The focus of the paper will be on common everyday individuals (movie characters are ok) and how the underlying role of stress affects people mentally and physically. We will also consider more general issues and theories around personality and intelligence.

Your assignment is to choose a person, a film or TV show character, and then create an assessment review and treatment plan. **Choose two individuals, preferably one Adult and one Child.**

<u>Task</u>	<u>Possible Points</u>	<u>Grade Criterion</u>
Participation	= 10%	90% - 100% = A
Reflections	= 15%	80% - 89% = B
Quizzes	= 15%	70% - 79% = C
Presentation	= 20%	60% - 69% = D
Case Study	= 40%	<60% = F or N
<b>Total</b>	<b>= 100%</b>	

## Weekly Assignments

### TENTATIVE SCHEDULE

Week	Date	Chapter Readings	Due
1	Aug 26	Intro. / CH. 1	Read CH 1
	28	CH. 1	Read CH 1
2	Sept 4	CH. 2	CH 1 Reflection & Quiz; Read CH 2
3	9	CH. 2	Read CH 2
	11	CH. 3	CH 2 Reflection & Quiz; Read CH 3
4	16	CH. 3	Read CH 3
	18	CH. 4	CH 3 Reflection & Quiz; Read CH 4
5	23	CH. 4	Read CH 4
	25	CH. 5	CH 4 Reflection & Quiz; Read CH 5
6	30	CH. 5	Read CH 5
	Oct 2	CH. 6	CH 5 Reflection & Quiz; Read CH 6
7	7	CH. 6	Read CH 6
	9	CH. 7	CH 6 Reflection & Quiz; Read CH 7
8	14	CH. 7	Read CH 7
	16	CH. 8	CH 7 Reflection & Quiz; Read CH 8
9	21	CH. 8	Read CH 8
	23	CH. 9	CH 8 Reflection & Quiz; Read CH 9
10	28	CH. 9	Read CH 9
	30	CH. 10	CH 9 Reflection & Quiz; Read CH 10
11	Nov 4	CH. 10	Read CH 10
	6	CH. 11	CH 10 Reflection & Quiz; Read CH 11
12	13	CH. 11	Read CH 11
	18	CH. 12	CH 11 Reflection & Quiz; Read CH 12
13	20	CH. 12	Read CH 12
	25	CH. 13	CH 12 Reflection & Quiz; Read CH 13
14	27	CH. 13	Read CH 13
	Dec 2	CH. 14	CH 13 Reflection & Quiz; Read CH 14
15	4	CH. 14	Read CH 14
	9	CH. 15	CH 14 Reflection & Quiz; Read CH 15
16	11	CH. 15	Read CH 15
	Finals		Psychotherapy Case Study

## Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

(<https://catalog.windward.hawaii.edu/student-conduct>)

UH System Student Conduct Policy EO 7.208

(<https://www.hawaii.edu/policy/?action=viewPolicy&policySection=Ep&policyChapter=7&policyNumber=208>)

## How to Seek Academic or Technical Support

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### Academic Support

- Windward Community College Library
  - (<http://library.wcc.hawaii.edu/home>)
- Library eResources
  - (<https://library.wcc.hawaii.edu/az.php>)
- Ka Piko Writing Lab
  - (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/writing-lab/>)
- Ka Piko Speech Lab
  - (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/speech-lab/>)
- Ka Piko Math Lab
  - (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/math-lab/>)
- Evening and Online Learning at Windward Community College
  - (<https://windward.hawaii.edu/programs-of-study/evening-online-education/>)
- STAR Balance
  - (<http://star.hawaii.edu/appointment/>)

### Technical Support

- [UH ITS Help Desk](#) – email [help@hawaii.edu](mailto:help@hawaii.edu) or call 956-8883 (or 1-800-558-2669) for Lualima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email [winhelp@hawaii.edu](mailto:winhelp@hawaii.edu), call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū – Click on the Lamakū Help link at the top of any Lamakū Page to find a resource for help.
- [Information Security for Students \(https://www.hawaii.edu/infosec/\)](https://www.hawaii.edu/infosec/)

## College Policies & Support Services

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### Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, [wccdsso@hawaii.edu](mailto:wccdsso@hawaii.edu), or stop by the office (Hale Kako'o 105) for more information.

## Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

## Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

## UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

## Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at [wccfao@hawaii.edu](mailto:wccfao@hawaii.edu) to discuss the impact this decision may have on your financial aid eligibility.

## Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

## Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, 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.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:



Leslie Cabingabang, UH System Confidential Advocate  
Phone/Text: (808) 348-0432 or (808) 341-4952  
Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator  
Phone: (808) 235-7468  
Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
Office: Hale Kāko'o 109

Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko'o 101

Karen Cho, Deputy Title IX Coordinator  
Phone: (808) 235-7404  
Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
Office: Hale 'Alaka'i 120

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. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to <https://www.hawaii.edu/titleix/>