

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA Counseling Psychology
Syllabus
PC6010 Professionalization Group
Spring Semester 2012

Instructor: Lynn Dhanak Ph.D.

Contact Information: ldhanak@argosy.edu (or 206 542-3102 ER ONLY)

Office Hours: By appointment before and after class

Communication:

Email response time: I will respond to your email within 2 BUSINESS days during the term. Please plan accordingly and do not email me again in the interim. Please note that I don't respond to emails at nights or over the weekends.

The required email format: You must start the email subject line with the course number, your last name and 3-4 word topic - for example, PC6010 SMITH, Q ON EX. 3. It's very hard for me to track emails that don't follow this format. If you do that, you risk not getting a response for up to a week as I teach multiple classes at different campuses and will have trouble identifying you or the course to which you are referring.

Phone calls: **please call me for emergencies only** such as that you are unable to complete an assignment on time due to an illness for which you have a doctor's excuse. Please do NOT contact me via phone for questions about the course material, assignments or to tell me you haven't yet received your textbook. These must be done via email, and if you call me with such questions, I will tell you to email them to me rather than responding at that moment.

Class meetings:

Fridays 6:15-9:45 pm (room 203) on the following dates only: 1/13, 2/10, 3/23, 4/20

Course description:

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

Course Pre-requisites: None

Required Textbooks:

Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients.* New York: Harper Perennial.

Yalom, I. (2000). *Love's executioner: And other tales of psychotherapy.* New York: Harper Perennial.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.

Recommended Textbook:

Strunk, W., Jr. & White, E. B. (2000). The elements of style (4th ed.). Needham Heights, MA: Allyn & Bacon.

Course length: 15 Weeks contact Hours: 15 Hours Credit Value: 1.0

Program Outcomes: Master of Arts in Counseling Psychology**Program Outcome One: Professional Practice**

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1. Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness. These skills will be evidenced by students' ability to:

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice or the American Psychological Association's Ethical Code, as well as local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on personal beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and developing interpersonal relationships with other students and faculty.

Course Objectives:

- 1) Orientation to the MACP program at Argosy University.
Advising about school and departmental policies as well as outlining guidelines for onsite and online coursework.
Becoming familiar with available resources.
- 2) Introduction to the field of Marriage and Family Therapy.
- 3) Awareness of role expectations and norms associated with being a mental health professional.
- 4) Learn the foundations of APA style for professional writing.
- 5) Increase self-awareness of professional goals and identity.
Identify current strengths and skills.
Identify areas for personal and professional growth.

Course Requirements:

Attendance

Students are expected to attend all class meetings and to be on time for class. Attendance is considered an important aspect of the learning experience. In truly extenuating circumstances and with written proof (illness, death in the family, etc.), you are requested to inform the instructor at the earliest opportunity that you will not be present. As soon thereafter as possible, please arrange to discuss with the instructor the impact of your absence, and what, if any, steps must be taken either to withdraw or if possible, to remediate any missed work. In all cases, the decision on whether or not you may continue following an absence is at the sole discretion of the instructor, based upon her understanding of the course requirements and your ability to complete the course. The student is responsible for remaining current with the class (making arrangements to obtain class notes from another student, keeping up with the assigned reading and assignments).

Grading Criteria:

Attendance/participation	10.00%
Exercises (4 at 10% each)	40.00%
Final Paper	50.00%
Total	100.00%

Specific requirements for the above assignments will be given in class.

Grading Scale

Grading requirements

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73

C-
F

72 – 70
<70

NOTE: Grades are Credit or No Credit. No credit will result if any of the following occur: a) plagiarism or b) grade below a B-. No credit may result due to missing 1 or more classes.

Course Schedule:

1/13 Topics and readings TBA
2/10 Topics and readings TBA
3/23 Topics and readings TBA
4/20 Topics and readings TBA

Library:

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48,889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Policies:

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 6th Edition (2009) Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 6th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University 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. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy:

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development

of reasonable accommodations will be provided to the student upon request. Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity:

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Instructional Contact Hours/Credit:

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.