



# ARGOSY UNIVERSITY.

## San Francisco Bay Area

### COURSE SYLLABUS

PC 6401a

Practicum II Seminar

Fall 2011

<b>Program:</b>	M.A. - Counseling Psychology
<b>Faculty Name:</b>	Ian J Wallace, PhD
<b>Contact Information:</b>	<a href="mailto:iwallace@argosy.edu">iwallace@argosy.edu</a> ; 510-217-4746 (email preferred)
<b>Format:</b>	On Campus
<b>Class day/time:</b>	Saturdays, 8:30am-12noon: September 10, October 8, November 12, & December 10
<b>Room:</b>	TBD
<b>Office Hours:</b>	By appointment

#### Course description (from the AU Graduate Catalog):

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly, biweekly, or monthly basis.

#### Course pre-requisites:

- Successful completion of prerequisite classes listed in the 2011-2012 Practicum Handbook, earning a B- or better, with an overall GPA of 3.0 or greater.
- An Approved Site with a completed Practicum Contract, including all required signatures
  - *Note: Amendments to your practicum contract will only be made when communicated directly from your primary supervisor.*
- A completed BBS Responsibility Statement for Supervisors of a MFT Trainee that has been approved by the AUSFBA Counseling Psychology Training Office (CPTO) by the deadline noted in the 2011-2012 Practicum Handbook.
  - *Note: A completed BBS Responsibility Statement for Supervisors of an MFT Trainee is required for each supervisor who signs off on hours.*

#### Final Date to Drop or Withdraw:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by **September 16, 2011**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **November 14, 2011**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

**Course length:** 15 Weeks **Contact Hours:** 15 Hours **Credit Value:** 3

#### Required Resources:

MA Counseling Psychology Practicum Handbook (2011-2012), Master of Arts in Counseling Psychology, Argosy University, SFBA. Available online at [www.ausfba.com](http://www.ausfba.com)

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

### **Recommended Resources:**

Duncan, B. L., Miller, S. D., & Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy* (rev. ed.). San Francisco, CA: Jossey-Bass Inc.

Halbur, D.A., & Vess Halbur, K. (2010). *Developing your theoretical orientation in counseling and psychotherapy* (2nd ed.). Boston: Allyn & Bacon / Prentice Hall.

Sweitzer, H. F., & King, M. A. (2009). *The successful internship: Personal, Professional, and civic development* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

### **Grading Criteria:**

This course is a *Credit/No Credit* course. **A student will receive *No Credit* if any of the following occur:**

1. Supervisor evaluations rate a student below average or identify serious concerns regarding student performance
2. Recorded hours are below the required minimum indicated in the Practicum Handbook
3. Written or oral participation in seminar is deemed to be poor/inadequate (Failed Category) by the seminar instructor

### **Course Requirements in brief:**

- 100% attendance
- Four reflection journals submitted (1 per month)
- Case report and case presentation completed
- Minimum hour requirements met
- Paperwork (submit copies to the CPTO, you keep originals; forms available on MA Counseling Psychology practicum page at [www.ausfba.com](http://www.ausfba.com) and on the student portal)
  - BBS, MFT Weekly Summary of Hours of Experience forms
  - Supervisor Evaluation of Counseling Psychology Student
  - Other
    - Student Evaluation of Supervisor (only required for final practicum)
    - Student Evaluation of Placement (only required for final practicum)
    - Practicum Exit Interview form (only required for final practicum)

### **Course Requirements:**

*Attendance & Participation:* Due to the participatory nature of this seminar, students are not

allowed to miss ANY seminar sessions except for emergency reasons. Substitute assignments will be given at the discretion of the instructor to make up for any missed time. Missing more than one seminar session will result in an automatic *No Credit*. (The student will then have to leave his/her practicum site and re-enroll in Practicum the following semester.) Students are expected to be responsible and professional about being prompt for seminar. The recommended textbooks were selected to assist in your understanding and managing the various processes you will experience in practicum, and to guide you in maintaining awareness of your growth and development as a counselor. They are a supplement to your on-site experience and may be referred to during class discussions.

#### Class Participation Evaluation Criteria

<b>Criteria</b>	<b>Distinguished Category</b>	<b>Commendable Category</b>	<b>Average Category</b>	<b>Failed Category</b>
<i>Personal goals</i>	Pursues goals with high energy and assertion	Pursues goals actively and with some assertion	Pursues goals with low energy and mostly with prompting from others	Fails to set goals
<i>Member goals</i>	Works toward shared goals in a highly cooperative manner	Works toward shared goals in a cooperative manner; at times with compliance and defiance	Works toward shared goals mostly with compliance and defiance	Not cooperative in working toward shared goals
<i>Creating climate of trust and openness</i>	Uses active listening and responding skills which are highly facilitative	Uses active listening and responding skills which are facilitative	Uses active listening and responding skills which are minimally facilitative	Uses active listening and responding skills which are destructive
<i>Diversity</i>	Displays consistent sensitivity to similarities and differences with all individuals	Displays sensitivity to similarities and differences with all individuals	Displays some degree of sensitivity to similarities and differences with others	Lacks sensitivity to similarities and differences with others

*Reflection Journals:* You are expected to write 2 double-spaced pages reflecting on how your practicum experience is influencing your increased knowledge, improved skills, personal growth, and career development. If you do not know what to write about, there are suggestions on pages 32-33 of the Sweitzer book under Unstructured Journals. Journals will be kept confidential. Reflection journals are due by e-mail (to [iwallace@argosy.edu](mailto:iwallace@argosy.edu)) 1 week before each scheduled

seminar meeting (except the first journal, which is due 1 week following the first seminar meeting). **Late journals:** Journals submitted within the week before seminar must be 3 pages and journals submitted after seminar must be 4 pages.

*Case Report and Case Presentation:* You are required to write a clinical case report and give a case presentation during practicum seminar. The report and presentation will be based on therapy you have conducted with an actual client from your practicum sites. You are strongly encouraged to write in the first person and you must protect the client's confidentiality (e.g., use pseudonyms and conceal any identifying information). You are expected to send your written case report via e-mail (to [iwallace@argosy.edu](mailto:iwallace@argosy.edu)) at least 1 week prior to your presentation. All students are expected to have read their classmates' clinical case drafts and are to be prepared to give feedback, ask questions, and discuss the case in greater detail during seminar. The case report and presentation for Practicum I is designed to be practice for the formal case report and presentation competency evaluation at the end of Practicum II.

Requirements for Practicum case report and presentation:

- Follow the Clinical Case Report Guidelines (see below)
- Include a ten-minute transcript from a particular session that illustrates your clinical work. Preferably, include an accompanying audio or video clip.
  - Note: this is only a requirement for the formal case report and presentation competency evaluation at the end of Practicum II
- Informed consent must be obtained and shown to the practicum instructor
- For Practicum I: presentation will be approximately 20 minutes
  - 10 minutes to present, 10 minutes for discussion
- For Practicum II: presentation will be approximately 30 minutes
  - 20 minutes to present, 10 minutes for questions and comments
- During presentation, emphasize **Course of Therapy & Self-Critique** section

*Hour Requirements:* In order to graduate, students are required to complete a total of 500 practicum hours, with 150 being direct service hours. Therefore, minimum standards for practicum vary based on whether a student will be enrolled in 2 or 3 practicum seminars. The minimum hours per practicum are as follows:

- If 2 practicum seminars: 250 total with 75 direct service per seminar
- If 3 practicum seminars: 170 total with 50 direct service per seminar

In general, students work at approved agencies 16-24 hours/week, each week of the semester.

*Paperwork:* All forms described below are available on the MA Counseling Psychology practicum page at [www.ausfba.com](http://www.ausfba.com) and on the student portal.

BBS, MFT Weekly Summary of Hours of Experience forms: Written documentation of practicum hours must be maintained weekly for review at any point in the semester. Copies of these completed forms, including supervisor signatures, are due to the CPTO (Drs. Nevins or Wallace) the final week of the semester. The hours listed on these forms will be tabulated to verify that you have met minimum hour requirements. You keep all originals for submission later to the BBS.

AUSFBA Practicum forms: The forms listed below are required for completing practicum. Submit these forms, paper or electronic, to Dr. Ian Wallace ([iwallace@argosy.edu](mailto:iwallace@argosy.edu); office #225) by the last seminar meeting of the semester. Copies of these documents will be given to the

CPTO.

- Supervisor Evaluation of Counseling Psychology Student
  - *Note: Please provide your site supervisor with this evaluation form at least 1 month prior to your last seminar meeting.*
- Student Evaluation of Supervisor (only required for final practicum)
- Student Evaluation of Placement (only required for final practicum)
- Practicum Exit Interview form (only required for final practicum)

**Clinical Case Report Guidelines:**

Your written clinical case report and presentation may be used for future training and/or accreditation purposes. Consequently, **it is imperative that the client's identifying information be disguised.** Protect the client's confidentiality by using pseudonyms (first name only) and changing all dates and locations so as to ensure that the client's true identity cannot be determined. If any student determines that s/he knows the client being presented, s/he is expected to leave the seminar while this client is being presented/discussed.

The written report should be efficient, concise, and free of redundancies. It must be double-spaced with 1-inch margins, 12-point Times New Roman font, and 12-15 pages (not including the cover page, references page, or transcript). The report must be outlined as follows:

**A. Assessment and Description of the Client**

1. *Identifying Information:* Include the client's age, gender, physical characteristics, SES, ethnicity, cultural identity, religious or spiritual identity, relational status, sexual orientation, occupation, education, family constellation and living situation. List any relevant legal issues. Briefly describe the client's level of functioning.
2. *Relevant Behavioral Observations:* Describe the salient aspects of the client's physical mannerisms, movements and comfort level, as well as observations of significant interactive style. E.g., client's apparent state of health, estimate of intellectual and cognitive functioning, physical coordination, affect/mood, indications of distress, etc.
3. *Presenting Complaint(s):* Describe current symptoms, including frequency and intensity, at the time of the initial assessment (e.g., anxiety, mood disturbance, difficulty functioning in educational, occupational, interpersonal, and/or other areas). Present the client's (and others') complaints/reported reasons for seeking help now. Describe any referral route that may have brought the client to therapy.
4. *Precipitating Factors and History of the Problem:* Describe the events or circumstances that have accompanied and/or contributed to the appearance of psychological distress. Include cognitive, affective, and interpersonal reactions to precipitating factors. Explain the historical and contextual development of the problems. Specify previous efforts at resolution (e.g., past treatment) and apparent consequences of those efforts.
5. *Relevant Psychosocial History:* Describe the client's family history (e.g., family of origin

constellation, cultural issues, immigration/emigration experiences, medical issues, major losses and/or traumas, and transitions). Include developmental, academic/vocational, social/relational, sexual, and substance abuse histories. Other areas to consider: Social, ethnic, cultural, gender, sexual, and economic factors that organize and impact the client's psychological functioning. (It may not be necessary to cover all these areas, but it is important to report all aspects of the client's history that have important implications for current functioning.)

## **B. Conceptual Formulation**

6. *Theoretical Orientation*: Describe the theoretical orientation you are using with your client. Describe how a client (not your client) might develop the problems identified according to your chosen theory. (For example, if your approach is psychodynamic, then focus on major constellations of hidden wishes, fears, and defenses, as well as salient interactional manifestations in the presenting problems, etc. If cognitive-behavioral, then focus on core beliefs and possible cognitions or automatic thoughts that sustain the symptoms, etc. If family systems, then focus on the here-and-now circular interactions that characterize/limit the system, as well as the current qualities of the familial alliances, etc.) State your theoretical orientation/approach in such a way that you may later use it to assess the client and therapist responses during your actual sessions.
7. *Case Formulation*: a) Describe the etiology of your client's presenting complaint(s) through the lens of your theoretical orientation. b) Provide a concise summary of your client's psychological strengths and difficulties from the perspective of your chosen theoretical orientation. c) describe how your client's identified issues can be resolved through your theoretical approach, both theoretically and practically. Note: Current and past evidence/themes should be summarized and integrated within the context of your theoretical orientation/approach. Cultural considerations should be apparent in your formulation. Also, consider adaptive and maladaptive elements in the client's current functioning (e.g., what purposes do symptoms and complaints serve? What problems do they create? How motivated is the client to change? What are the client's understandings and expectations of therapy?).

## **C. Diagnosis and Treatment Plan**

8. *Diagnosis*: Include a multi-axial diagnosis following DSM-IV-TR guidelines. Describe in how you arrived at the diagnosis, substantiating your hypothesis with salient data from the client's case which matches specific diagnostic criteria. Include any related diagnoses that you considered be ruled out and why.
9. *Treatment Plan*: The treatment plan should be an application of your case formulation. Discuss the specific goals of the client, short- and long-term, which relate to the presenting complaint(s). Describe the techniques and interventions you will use and how you will apply them in accordance with your theoretical orientation/approach. State the probability for the client to benefit from the type of treatment being delivered, considering internal motivations and external situations which may help or hinder. Last,

designate areas needing further clarification, the possibility of additional assessments, collateral contact, and potential referrals.

#### D. Course of Therapy and Self-Critique

10. *Course of Therapy and Client Response*: Describe the interventions used, their outcomes, and your analysis of why they did or did not work. Describe the client's progress (e.g., were goals met?), including specific changes the client has made, and elements of therapy or other factors that contributed to those changes. Identify any modifications of the initial therapy plan or goals in response to the client's needs and/or new information obtained during sessions. Describe the predicted future course of work with the client, including plans for continuing therapy, referral, or termination as appropriate.
11. *Self-Critique*: Evaluate your therapeutic relationship. Assess the quality of the relationship developed between you and your client during the course of treatment. Any interactional issues should be articulated and discussed according to your theoretical orientation (e.g., psychodynamic: transference and countertransference, cognitive-behavioral: assumptions, distortions, and faulty beliefs, or family systems: understandings of the quality of inclusion/exclusion, objectivity/subjectivity patterns). In your analysis of the psychotherapy process, it is important to offer your rationale or personal (e.g., anxiety-driven) reasons for intervening as you did. What strengths and competencies did you demonstrate? What are the skills that you still need to develop? What might you have done differently? Your self-reflective and self-evaluative capacities will be evaluated. It represents a significant factor toward receiving credit.

#### Tentative Schedule:

Date	Agenda
September 10	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus review               <ul style="list-style-type: none"> <li>○ Review guidelines for written report</li> </ul> </li> <li>• Contract review</li> <li>• Paperwork</li> <li>• Check-in               <ul style="list-style-type: none"> <li>○ Site info, current status, etc</li> </ul> </li> <li>• Other TBD</li> </ul>
October 8	<ul style="list-style-type: none"> <li>• Check-in</li> <li>• Review initial clinical case report drafts</li> <li>• Other TBD</li> </ul>
November 12	<ul style="list-style-type: none"> <li>• Check-in</li> <li>• Case presentations</li> </ul>
December 10	<ul style="list-style-type: none"> <li>• Check-in</li> <li>• Case presentations</li> <li>• Paperwork check-out</li> </ul>

## Appendix A

### **Technology**

Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

### **Communication**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. **Any difficulty receiving Argosy emails will be your responsibility. The library staff is available to help resolve these difficulties.**

### **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.

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.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please access the tutorial directly at <http://library.argosy.edu/infolit/>

### **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 scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition (2009)* Washington, DC: American Psychological Association (APA) 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. "Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary

action up to and including dismissal from Argosy University” ( 2010-1011 Argosy University Academic Catalog—Graduate Programs | Volume 1, Issue 1, p. 17; Argosy University Academic Catalog, College of Psychology and Behavioral Sciences, p. 27).

**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 Eclassroom.

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.

### **MACP APA Style Requirements**

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1<sup>st</sup> person singular “I” (except personal reflection papers) and 2<sup>nd</sup> person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice. No citing secondary sources (see 6<sup>th</sup> edition APA Manual of Style p. 178 section 6.17).
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, and double-spaced
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language

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](http://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.

### **Turnitin.com**

Use Turnitin to review your papers before submitting them (Note: This service is only to review your paper. Final submissions are to be submitted directly via e-mail to [iwallace@argosy.edu](mailto:iwallace@argosy.edu)). Follow these instructions:

1. *Create an account (skip this step if you already have a student account)*
  - To create a student account, go to [www.turnitin.com](http://www.turnitin.com) and click on “Create Account” in the upper right corner of the page.
  - Scroll down to under the subheading “Create a New Account” and click on “student”.
  - Complete your registration by entering all the requested information. You will need the following:
    - Class ID: **4159548**
    - Enrollment password: **Wallace6400**
  - Once all information is entered, click on “I agree – create profile”.
2. *Enroll in a class*
  - Go to [www.turnitin.com](http://www.turnitin.com)
  - In the upper right corner of the page, login using your email and password.
  - In the middle of the page, you will see a list of the classes you are currently enrolled in through Turnitin (Note: this online program is separate from the AUSFBA system and will only show classes for which you have enrolled in through Turnitin).
  - To enroll in a new class, click on the tab “enroll in a class”.
  - Enter the class/section ID and enrollment password. For this class enter the following:
    - Class ID: **4159548**
    - Enrollment password: **Wallace6400**
3. *Submit a paper*
  - Click on the class to which you want to submit a paper.
  - Then click on the “submit” button on the right side of the page.
  - Enter the requested information, including uploading your paper, then click “upload”.
  - Next, you are given the chance to review your paper, before clicking “submit”.
  - To view the originality report generated for your submission, return to the specific class and click “show details”, located next to the submission you want to view. Then click on the % under the Originality heading.

### **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.

## Appendix B

### Program Outcomes for the Master's of Arts in Counseling Psychology

#### 1. Professional Practice

##### *Competency 1a: 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 1b: Theory*

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

##### *Competency 1c: 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.

#### 2. Research

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

#### 3. Interpersonal Effectiveness and Professional Development

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

#### 4. Ethics

- Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and 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.

#### 5. Diversity

##### *Competency 5a: 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 5b: Multicultural Awareness*

- Examine personal values and biases, reflect on beliefs, and understand how they impact Page 9 work with clients and interpersonal relationships with other students and faculty.

##### *Competency 5c: 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 interpersonal relationships with other students and faculty.

## Appendix C

### **MACP APA Style Requirements**

Minimum required elements of APA style for written assignments include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1<sup>st</sup> person singular “I” (except personal reflection papers) and 2<sup>nd</sup> person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language