

**Argosy University**  
**San Francisco Bay Area Campus, Alameda**  
**COURSE SYLLABUS**

*Course Name:* **PP7110 Professionalization Group Sec. B**      1 hour    no credit

Fall Semester 2008    Tuesdays 1:30-2:30

Instructor: Jon Klimo, Ph.D.

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**Faculty Information**

**Faculty Name:** Jon Klimo, Ph.D.

**Campus:** San Francisco Bay Area

**Contact Information:** 510-217-4759 (personal office)

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**Office Hours:** Tuesdays 12:30-1:30, 2:30-4:30

Wednesdays 12:30-1:30, 2:30-4:30

Thursday, 10:00-12:30, 1:30-4:00

(it is recommended you make prior email or phone contact to ensure appointment availability)

**Short Faculty Bio:** With undergraduate and graduate degrees from Brown University and a doctorate in psychology (from Rosebridge Graduate School of Integrative Psychology, now ASPP/Argosy, SFBA) , Klimo has taught in doctoral programs for the past 34 years, including eight years as a professor at Rutgers University. He is currently in his 10<sup>th</sup> year as core faculty in Argosy/SFBA's clinical program and one of the campus's four full professors. Over the past 30 years, he has served as a research mentor and qualitative research specialist, chairing more than 200 dissertation committees. He is considered a leading authority in the areas of Qualitative Research, Creativity, Intuition, Mental Imagery, Transpersonal Psychology, Parapsychology, Consciousness Studies, and New Paradigm Science. He has written one book on anomalous cognition and information processing, and (co-authored) another on the nature of personal suicide and terrorist 'suicide bombers,' including research and speculations on its possible 'survivalist' repercussions. He has published numerous articles and chapters, given hundreds of public and professional presentations, and appeared on more than 130 different radio and television programs.

**Catalog description of the course:**

"These discussion groups for first year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field planning, general consultation, on problems or difficulties in the program, and questions

emerging during the student's first-year academic experience. The professionalization group doesn't carry academic credit."

**Instructor's course content and structure description:**

This course (called the "Pro Group" for short) is designed to run an hour a week for two consecutive semesters with the same instructor and students throughout. Weekly sessions will include, usually in order: a brief check-in go-round providing an opportunity for each class member to share and get feedback and support with regard to on-going interests, experiences, concerns, and problems; brief instructor presentations and class discussion based on topics chosen by instructor, by class members, and based on occasional reading assignments from the course Reader and required texts. There will also be occasional guests (e.g., representatives from the Clinical Training program, with regard to selecting and applying for one's first practicum placement, and, in second semester, outside presenters or resource people, and graduates, who will talk about going through the licensure process, setting up their own professional practices, et al. ). A considerable portion of the Fall semester will be devoted to in-and-out-of-class development of the application packets for January/February submission for one's second-year first-practicum placement.

The course is also designed to be a support group (instructor for students, and students for each other) and to contain a group process element; confidentiality will be maintained. Support will be with regard to being in, or back in, a professional graduate school, starting and moving through a graduate training program that is clinical in nature, and committing to becoming a professional psychologist and developing one's own identity in this regard. Specific required and recommended readings, and presentations and discussions about them, will provide the fundamentals of what the beginning student in professional psychology needs to know. The Professionalization Group instructor serves as the student's academic advisor for the first year (in second and third years, advisor will be one's Practicum Seminar instructors, and by second half of 3<sup>rd</sup> year and in 4<sup>th</sup> year, advisor will be one's CRP committee chairperson).

**Course Pre-requisites:** None

**Required Texts (including for Spring 2009 semester):**

1. On Being a Therapist, 3<sup>rd</sup> Ed., J. Kotter, John Wiley & Sons, San Francisco, 2003. ISBN #0-7879-6894-3 (paper)
2. The Portable Mentor: Expert Guide to a Successful Career in Psychology. Mitchell J. Printstein and Marcus D. Patterson, eds., Kluwer Academic/Plenum Pubs, 2003 (*also for general use throughout one's Psy.D. program and thereafter*).
3. Publication Manual of the American Psychological Association, 5<sup>th</sup> ed., APA, Washington, D.C., 2001; ISBN: 1-55798-810-2-paper (*also for general use throughout one's Psy.D. Program.*)
4. Argosy University San Francisco Bay Area Academic Catalog Addendum 2008-2009 online at [www.ausfba.com](http://www.ausfba.com) (*also for general use throughout one's Psy.D. program*).
5. **Course Reader** (available from Copy Central, Solano Ave., Berkeley (check made out to "Copy Central," or can use credit card). Contents includes the following:

**Reader:** Required peer-reviewed journal articles for class discussion:

1. "The National Council of Schools and Programs of Professional Psychology Educational Model," Roger Peterson et al. (2006)
2. "Evaluation and the Cultures of Professional Psychology Education Programs," Roger Peterson. (2004)
3. "Professional Education and Training: How Satisfied Are We? An Exploratory Study," Thomas Fagan et al. (2007)
4. "Training Ethical Psychologists: An Acculturation Model," Mitchell Handelsman et al. (2005)
5. "Competency Training in Ethics Education and Practice," Cynthia de las Fuentes. (2005)
6. "Training Psychologists for Evidence-Based Practice," John Hunsley. (2007)
7. "Unintended Consequences: Ventures and Misadventures in the Education of Professional Psychologists," Roger Peterson. (2003)

**Reader:** Other required readings (also for class discussion) :

8. "Psychoanalysis and the Human Problem," J. Krishnamurti.
9. "DSM III and the Politics of Truth, Schacht
10. "DSM-III and the Politics-Science Dichotomy Syndrome," Spitzer
11. "Psychology and the Status Quo," Prilleltensky
12. "Interviewing- Tips & Questions."
13. Argosy/SFBA Practicum/Intern Contract form.
14. Argosy Supervisor Evaluation of Student Form
15. Argosy Clinical Competency Exam (CCE) material (10 pp.)
16. Internship (and practicum) interviewing aids (14 pp.).
17. More CCE exam material.
18. A.A.T.B.S. "Preparations for the Psychological Oral Exam" (case vignettes to help in preparing for CCE exam and if presented with a case in practicum interview.
19. Additional case vignette questions.
20. "The Dictionary of Disorder: How One Man Revolutionized Psychiatry," Spiegel, The New Yorker, Feb. 11, 2005. .

### **Recommended**

*(available free from our campus library):*

General Guidelines for Providers of Psychological Services, Committee on Professional Standards, Board of Professional Affairs, American Psychological Association, Washington, DC, 1987; 12 pp.

Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, 1992; Washington, DC; 15 pp.

Laws and Regulations Relating to the Practice of Psychology, 2000, California Board of Psychology, 2000; 102 pp.

Ethics for Psychologists: Commentary on the APA Ethics Code

Canter, M.B., Bennett, B.E., Jones, S.E., and Nagy, T.F; Washington, D.C.:

**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.

**Course length:** 15 Weeks

**Contact Hours:** 30 hours (over two semesters)

**Credit Value:** none

**Course Objectives** (across both semesters):

1. To provide a supportive, open forum for discussion and sharing; weekly confidentiality-maintaining sharing/check-in and support within a close, small, on-going cohort group.
2. To provide an orientation to the academic program: curriculum, school policies and procedures, scheduling, registration, practicum placement, clinical competency examination, CRP, pre and post doc internships, and the eventual post-doc licensure examination process.
3. To provide on-going instructor advisement.
4. To provide guidance and support for selection of, and applying for, first practicum placement that begins second year.
5. To understand background and contemporary issues and topics in professional psychology.
6. To develop an awareness of education and training issues
7. To develop techniques for self-evaluation, studying, and planning
8. To develop a degree completion timetable
9. To work on professional development, including professional identity development.
10. To consider the future of professional psychology in light of changes taking place in science and society in general and in the field of professional psychology in particular.
11. To build a collection of books, rules, and forms for professional practice.
12. Where and when possible, to provide guest visits by second-and-later-year fellow students, alumni, faculty, and outside guests.

**Course-Relevant Argosy/SFBA Psy.D. Program Goals, Objectivities, and Competencies:**

**REPLACE WITH ONE'S RELEVANT TO COURSE:**

**Goal 2:** The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.

**Objective a.** Students will acquire an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.

**Competency:** Students will demonstrate an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.

**Objective b:** Students will acquire an understanding of, and demonstrate competence in, a variety of therapeutic methodologies, including empirically supported therapeutic interventions.

**Competency:** Students will acquire an understanding of and demonstrate competence in a variety of therapeutic methodologies, including empirically supported therapeutic interventions. Students will demonstrate familiarity with evidence-based research relevant to the therapy models.

### **Course Expectations and Requirements:**

1. Participation in all scheduled class meetings (let instructor know if you will be unable to attend a class; no more than two sessions may be missed).
2. Doing weekly required assigned readings (and other non-reading assignments), when given, and taking part in class sharing and discussion based on them.
3. Develop a good understanding of what comprises the Argosy/SFBA Psy.D. program and the ‘stepping stones’ for successfully getting through it (including semester-by-semester registration in light of recommended course sequence; practica and accompanying practicum seminars; clinical competency examination; clinical research project (dissertation); pre-doc internship (and whether to choose APA-accredited type internship); post-doc internship and licensing exam).
4. During Fall semester, with help of instructor and classmates, prepare first practicum application packet and submit it to up to 10 sites at beginning of Spring semester.

### **Assignment Table**

#### ***(Notes on the following:***

The instructor has learned from 8 years of teaching this Professionalization Group that any week-to-week course outline needs to be kept open and flexible. Weekly topics, readings, and foci may end up varying somewhat from the weekly outline schedule below; but the goal is that every area listed will be included by the end of the two-semester course. Fall semester will be devoted to 1.) familiarization with the Argosy/SFBA clinical program and its requirements and how to become prepared to meet them; 2.) familiarization with the field of professional psychology and the standardization of the educational institutions that provide training, 3.) beginning to develop one’s own sense of professional identity and direction within this context, including professional training and development needs and issues, consideration of professional concentration areas, choice of post-doc, post-license employment and initial career building; and 4.) developing one’s

first practicum application packet during Fall and submitting them at beginning of Spring semester and then preparing for invited on-site interviews (incl. in-class role-playing mock interviews prior to the actual interviews).

	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>1.</b> <b>Sept 2</b>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Initial class go-around, introductions, and check-in.</li> <li>2. Introduction to the nature and purpose of this year-long course.</li> <li>3. Overview of the Argosy/SFBA Psy.D. program. .</li> </ol>	None	
<b>2.</b> <b>Sept 9</b>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. class go-around and check-in.</li> <li>2. Continued discussion of Argosy/SFBA Psy.D. program, including what to expect and how to best prepare for it, and nature of the chief stepping stones that move through the program.</li> </ol>	<p><b>Reading for session 2:</b></p> <p>Skim through Argosy University San Francisco Bay Area campus Academic Catalog Addendum 2008-2009 (on line).</p>	
<b>3</b> <b>Sept 16</b>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Visit to library for orientation.</li> </ol>	Go online to <a href="http://www.ausfba.com">www.ausfba.com</a> , under “Library” and read through this section and prepare any questions you might have.	
<b>4.</b> <b>Sept 23</b>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Class go-around and check-in.</li> <li>2. Follow-up discussion, if any, of library visit.</li> <li>3. Introduction and discussion of how class members, with help of instructor, fellow classmates, and campus’ Clinical Training Director, will develop by end of Fall semester their first</li> </ol>	Read more carefully the section on practicum in the 2008-9 Argosy/SFBA catalogue addendum.	

	<p>practicum application packets and up to 10 sites chosen to send them to at beginning of second (Jan.) semester.</p> <p>4. Discussion of planning sheet (handed out by instructor) to research and select one's practicum sites to apply to.</p>		
<p><b>5</b> <b>Sept</b> <b>30</b></p>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Class go-'round and check-in.</li> <li>2. Status report of research on practicum sites.</li> <li>3. Discussion of development of one's CV (instructor hands out examples).</li> <li>4. Discussion of first article.</li> </ol>	<p><b>Read:</b> "The National Council of Schools and Programs of Professional Psychology Educational Model," Roger Peterson et al. (2006).</p>	
<p><b>6</b> <b>Oct 7</b></p>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Class go-'round and check-in.</li> <li>2. Sharing of progress on CVs; copying and sharing and critiquing of any fist drafts.</li> <li>3. Discussion of second article.</li> </ol>	<p><b>Read:</b> "Evaluation and the Cultures of Professional Psychology Education Programs," Roger Peterson. (2004)</p>	
<p><b>7.</b> <b>Oct</b> <b>14</b></p>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Class go-'round and check-in.</li> <li>2. Progress reports on practicum application process.</li> <li>3. Discussion of third article.</li> </ol>	<p><b>Read:</b> "Professional Education and Training: How Satisfied Are We? An Exploratory Study," Thomas Fagan et al. (2007)</p>	
<p><b>8</b> <b>Oct</b> <b>21</b></p>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Class go-'round and check-in.</li> <li>2. Progress reports on practicum application process.</li> <li>3. Discussion of fourth article.</li> </ol>	<p><b>Read:</b> "Training Ethical Psychologists: An Acculturation Model," Mitchell Handelsman et al. (2005)</p>	

<b>9.</b> <b>Oct</b> <b>28</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum application process.</li> <li>3. Discussion of development of cover letter for practicum application packet (instructor provides outline for creating and examples)</li> <li>4. Discussion of fifth article.</li> </ol>	<b>Read:</b> “Competency Training in Ethics Education and Practice,” Cynthia de las Fuentes. (2005)	
<b>10.</b> <b>Nov 4</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum application process (incl. working with CV and cover letter drafts).</li> <li>3. Discussion of sixth article.</li> </ol>	<b>Read:</b> “Training Psychologists for Evidence-Based Practice,” John Hunsley. (2007)	
<b>11.</b> <b>Nov</b> <b>11</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum application process.</li> <li>3. Discussion of process of procuring letters of recommendation for practicum application packet.</li> <li>4. Discussion of readings.</li> </ol>	<b>Read (in Reader):</b> pp. 77-97. (DSM-III and the Politics of Truth” and “SDSM-III and the Politics-Science Dichotom Syndrome”	
<b>12.</b> <b>Nov</b> <b>18</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum</li> </ol>	<b>Read:</b> sections in 2008-9 catalog addendum on the CEC and CCE examinations.	

	application process.	In Reader,	
<b>13.</b> <b>Nov</b> <b>25</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum application process.</li> <li>3. Discussion of the two assigned readings.</li> </ol>	Read: (in Reader) pp. 99-103 (from <u>The Morals and Politics of Psychology</u> , Prilleltensky).  pp. 159-168 (“The Dictionary of Disorder,” Alex Spiegel ( <u>The New Yorker</u> , 2/11/05).	
<b>14.</b> <b>Dec 2</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. Class go-‘round and check-in.</li> <li>2. Progress reports on practicum application process.</li> </ol>	None.	
<b>15.</b> <b>Dec 9</b>	<b>Topics:</b> <ol style="list-style-type: none"> <li>1. More extended class go-‘round and check-in, including review and discussion of first semester and development of wish list for things to include in second semester.</li> <li>2. Final status reports on practicum application process.</li> </ol>	None.	

### Grading Criteria:

(The one-hour-per-week two-semester required Professionalization Group is not offered for credit, but, nonetheless, course can be failed (with requirement that it be taken again the following year), which usually occurs by not attending most weekly sessions (i.e., by essentially “blowing off” the course).

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 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>. (or check [www.ausfba.com](http://www.ausfba.com) under "Library") Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

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 view the tutorial at <http://library.argosyu.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 normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](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.

### **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**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.