

American School of Professional Psychology
Argosy University SFBA
COURSE SYLLABUS
PP7350B
Consultation and Supervision

Faculty Information

Faculty Name: Andrea Morrison, Ph.D.

Campus: San Francisco Bay Area

Contact Information: amorrison@argosy.edu, (510) 217-4826

Office Hours: Thursdays 2:00-4:00 and by appointment

Faculty Bio: I am a graduate of the University of California, Berkeley. Besides being a Core Faculty member here at AUSFBA, I am also Associate Dean of the College of Psychology and Behavioral Sciences for Argosy University nationally. For twenty years I have been active nationally in accreditation activities, both regional and professional. I recently completed a term as a member of the APA Commission on Accreditation. I am interested in developing models of education and training for clinical psychology students and thus I have special interest in models of clinical supervision and consultation.

Course description: This course provides students with theoretical and empirical knowledge as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of services delivery are considered.

Course Pre-requisites: Completion of Practicum I

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Course Relevant Program Outcomes, Competencies and Objectives:

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 e) Students will demonstrate an understanding of and competence in consultation and supervision.

Competency: Students will demonstrate an understanding of basic consultation and supervision. Students will demonstrate, at a beginning level of competency, the ability to provide consultation and supervision.

Course Objectives:

By the time you complete this course you will be able to:

1. Describe the basic structures of supervisory and consultative relationships
2. Identify concepts and techniques related to the understanding of the dynamics of supervisory relationships, including several theoretical approaches to clinical supervision.
3. Identify key ethical issues and dilemmas that commonly occur in clinical supervision and consultation and discuss potential methods for their appropriate resolution
4. Identify and discuss the impact of differences between the supervisor and supervisee/ consultant and consultee as well as supervisee and client in areas related to power and authority, social and cultural backgrounds, age, race, gender, sexual identity, economic status, disability, language and other issues of diversity.
5. Discuss relevant evidence based information from the current literature related to the practice of clinical supervision and consultation.

Required Textbooks:

Frawley-Odea, Mary G. (2001). *The supervisory relationship: A contemporary psychodynamic approach*. New York: The Guilford Press. ISBN: 1-57230-621-1

Falender, C.A., Shafranske, E.P. (2004). *Clinical Supervision: A competency-based approach*. Washington, D.C.: American Psychological Association. ISBN: 1-59147-119-2

Additional Required Reading:

Ardichvili, A. (2000). Critical dilemmas for the independent consultant. *Consulting Psychology Journal: Practice and Research*, 52, 133-141.

Barnett, J. (2007). Commentaries on the Ethical and Effective Practice of Clinical Supervision: in search of the effective supervisor. *Professional Psychology: Research and Practice*, 38(3), 268–275.

- Bernard, J. and Goodyear, R. (2004). Supervision interventions: group supervision. In *Fundamentals of Clinical Supervision* (pp. 234-256). New York: Pearson Education, Inc.
- Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Introduction to consultation and collaboration. In *Psychological consultation and collaboration: introduction to theory and practice* (pp. 1-20). Boston: Pearson Education, Inc.
- Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Mental health consultation. In *Psychological consultation and collaboration: introduction to theory and practice* (pp. 25-53). Boston: Pearson Education, Inc.
- Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Consultation stages and processes. In *Psychological consultation and collaboration: introduction to theory and practice* (pp. 129-163). Boston: Pearson Education, Inc.
- Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). The skills and characteristics of consultants and collaborators. In *Psychological consultation and collaboration: introduction to theory and practice*. (pp. 165-182). Boston: Pearson Education, Inc.
- Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Ethical and legal considerations. In *Psychological consultation and collaboration: introduction to theory and practice* (pp. 293-308). Boston: Pearson Education, Inc.
- Burkard, S., Hess, S., et al. (2006). Therapists-in-training who experience a client suicide: implications for supervision. *Professional Psychology: Research and Practice*, 37, 547-557.
- Burkard, S., Hess, S., et al. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology*, 53, 288-301.
- Enyedy, K.C., et al. (2003). Hindering phenomena in group supervision: implications for practice. *Professional Psychology: Research and Practice*, 34, 312-317.
- Freitas, G. (2002). The impact of psychotherapy supervision on client outcome: a critical examination of 2 decades of research. *Psychotherapy Theory/Research/Practice/Training*, 39, 354-367.
- Glasser, Jo K. (2002). Factors related to consultant credibility. *Consulting Psychology Journal: Practice and Research*, 54, 28-42.
- Goodyear, R. et al (2008). Ethical issues in the supervision of student research: a study of critical incidents. In Bersoff, D. (2008).

- Ethical conflicts in psychology* (pp. 439-445). Washington, D.C.: American Psychological Association.
- Robinson, G. (2006). Supervision of boundary issues. In Gold, Judith (ed.), *Psychotherapy supervision and consultation in clinical practice* (pp. 83-106). Lanham, MD: Rowan & Littlefield Publishers, Inc.
- Ladany, N. et al. (2006). Remediating skill difficulties and deficits: it's more than just teaching. In *Critical events in psychotherapy supervision: an interpersonal approach* (pp.23-51). Washington D.C.: American Psychological Association.
- Ladany, N. et al. (2006). Heightening multicultural awareness: it's never about political correctness. In *Critical events in psychotherapy supervision: an interpersonal approach* (pp.53-77). Washington D.C.: American Psychological Association.
- Ladany, N. et al. (2006). Working through countertransference: when supervision is needed. In *Critical events in psychotherapy supervision: an interpersonal approach* (pp.99-126). Washington D.C.: American Psychological Association.
- Ladany, N. et al. (2006). Addressing problematic emotions, attitudes, and behaviors: counseling in versus counseling out. In *Critical events in psychotherapy supervision: an interpersonal approach* (pp.183-210). Washington D.C.: American Psychological Association
- Leonard, H. S. (1999). Becoming a consultant: the real stories. *Consulting Psychology Journal: Practice and Research*, 51, 3-13.
- Osterland, L. (2006). Effective group supervision. *The Therapist*, Nov/Dec, 41-44.
- Owen, J. et al (2005). Supervising counseling center trainees in the era of evidence-based practice. *Journal of College Student Psychotherapy*, 20, 67-77.
- Ramos-Sanchez, L. et al (2002). Negative supervisory events: effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice*, 33, 197-202.
- Stoltenberg, C. (2005). Enhancing professional competence through developmental approaches to supervision. *American Psychologist*, November 2005, 857-864.
- Tummala-Narra, P. (2004). Dynamics of race and culture in the supervisory encounter. *Psychoanalytic Psychology*, 21, 300-311.

Course Policies:

Attendance: Missing class will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment.

Tardiness: Grades will also be reduced for repeated tardiness. It is extremely important that you arrive for class on time and prepared. Tardiness for the start of class and for breaks during class will result in a subtraction from your overall grade for the course. Additionally, please allow extra time for potential traffic delays.

Assignments: Any assignments turned in late will automatically be lowered one full letter grade per day late. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association as well as the Argosy University student handbook and catalog. Please refer to the academic honesty and plagiarism statement referenced in the syllabus addendum. Any student determined to have plagiarized their work or violated any aspect of the academic honesty policy can automatically fail the course.

APA Manual: Read and study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, and how to cite sources within your papers. This manual is the guide to the creation of all documents at Argosy University and although the university may modify the rules (see Guide to the Dissertation Process), you must become very familiar with its usage.

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.

Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
F	<u>72 and below</u>

Grading requirements

<i>Attendance/participation</i>	<i>10 points</i>
<i>Leading Discussion</i>	<i>20 points</i>
<i>Role Plays</i>	<i>20 points</i>
<i>Paper #1</i>	<i>10 points</i>
<i>Interview Paper</i>	<i>20 points</i>
<i>Final Paper</i>	<i>20 points</i>
	<i>100 points</i>

Course Requirements/Assignments:

Attendance and active participation in class discussions (which includes demonstrating that the required reading assignments have been completed prior to class) as well as participation in in-class “live consultation” will account for 50% of the final grade for the course. Missing more than 2 classes will result in a failing grade for the course.

Live Consultation\Role Plays

Each student will be required to participate in live consultation exercises twice in the semester. Each student will be required to role play as both Supervisor and Supervisee. As the Supervisee, you will be asked to present clinical material from your practicum experience for live consultation/supervision. As Supervisor, you will practice applying what you are learning from the class and readings. (Students may also be asked to participate in group supervision role plays at some point in the semester, time permitting)

Leading Discussion

Each student will also be required to lead a class discussion based on the required reading for a class session once during the course of the semester. Students will sign up in pairs and the students leading the discussion are expected to demonstrate an understanding of the topic for that day and to engage the class group in a productive discussion. The discussion leaders will be evaluated on their ability to generate discussion and involve the group. You may consider developing questions, planning an experiential exercise, visual aides, video excerpts, etc. **DO NOT** simply outline or summarize the reading for the day- assume everyone has done the reading! Help your colleagues out on their discussions by coming to class having read and prepared for a lively discussion of the material.

Papers:

3 papers will be required. PROOFREAD your papers before turning them in. If your papers have multiple proofreading/editing mistakes, they will be returned for revision and your grade will be reduced. Refer to the required readings to demonstrate that you are reading and integrating the course materials. Provide proper citations and references, following APA Style. All papers must adhere to the following requirements:

- One inch margins around
- Cover sheet in APA style
- Reference page
- Proper citations throughout paper in APA style
- Page numbers should start on the first page and should appear on the top right margin
- Page number requirements do not include cover page and reference page

Remember: late papers will be reduced one full letter grade per day late.

Paper topics:

1. Discuss your ideas, based in your own experience and the readings, of what makes for good clinical supervision: what qualities and skills does a “good” supervisor possess? What qualities does a “good” supervisee possess? What elements might interfere with learning in a supervisory relationship? (This paper should be a minimum of 4 pages, maximum 6; double spaced, 12 point font in Times New Roman; 1 inch margins; proper APA citations and reference list)
2. Interview a licensed psychologist who is currently supervising practicum and/or internship students as a part of their professional practice. You may not interview a supervisor who has supervised you in your own clinical placement past or present.
 - Step 1: develop a list of at least 10 questions, based on the reading you have done so far regarding clinical supervision.
 - Step 2: Conduct an *in person* interview using the questions you came up with as a guide.
 - Step 3: write a paper summarizing the content of your interview. Then, discuss what you have learned from the process of interviewing this psychologist/supervisor. In what ways did your interview inform your thought process as you think about making the transition from student to supervisor? What aspects of the readings did this interview process illuminate for you, etc.

(This paper should be a minimum of 6 pages (not including list of questions and reference page), maximum 8; double spaced, 12 point font in Times New Roman; 1 inch margins; proper APA citations and reference list)

Step 4: Be prepared to present your interview to the class, summarizing the questions asked and responses as well as what unique information you learned from this exercise.

3. For this paper, reflect on your experience both as supervisor and supervisee in your role plays. Refer to the reading to elaborate on how what you have learned from the course material related to the role play experience. What are you learning about making the transition from supervisee to supervisor?

I strongly recommend that you write this paper as close to your in class role play as possible rather than waiting until the due date- or at least journal about your experience immediately after your role play- so that you are reflecting on your experience while it is still fresh in your mind. You can hold on to it and add relevant references from the reading as the semester progresses.

For the final portion of your paper, discuss how you would approach clinical supervision now that you have taken this course. How would you select a supervisee, how would you structure the supervision, what cultural aspects would you need to be thinking about, how would you begin the supervisory relationship, would you approach supervision from a particular model/theoretical perspective- which, why and how would you implement it, etc? Refer to the course readings to support your ideas. (This paper should be a minimum of 8 pages, maximum 10; double spaced, 12 point font in Times New Roman; 1 inch margins; proper APA citations and reference list)

Papers Rubric

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (below C)
Mechanics	No errors; accurate use of APA Style for citations and references	A few distracting errors Some minor difficulties ; some errors in APA style for citations and references	Many major mechanical errors; numerous problems with incorrect use of APA Style for citations and references	Lack of editing and proofreading resulting in multiple errors; lack of use of APA style for citations and references
Assertions	Major points are supported by strong examples.	Major points are given thin support only.	Major points are given superficial support.	Major points are unsupported.
Ideas	Ideas are engaging, insightful, and illustrate understanding.	Ideas are good but obscured by unclear writing or lack of information.	Ideas do not go beyond the obvious, or are randomly presented.	Ideas are incoherent and undeveloped.
Style	Writing is clear, inspiring, and done with flair.	Writing is O.K. but contains few surprises.	Writing lacks energy, is narrow and unimaginative.	Writing is unclear
Organization	Contains clearly developed paragraphs in a logical sequence.	Contains mostly clearly developed paragraphs, but is unclear in places.	Most of the paper is unclear and difficult to follow, with some areas of clarity	Is disorganized and difficult to follow.
Total: paper 1 (10)	9-10	6-8	3-5	0-2
Total: paper 2 (20)	15-20	10-15	5-10	0-5
Total: paper 3 (20)	15-20	10-15	5-10	0-5

Evaluation of Supervisory Skills and Techniques (CPE)

Role-Play Rubric

SKILL	EXEMPLARY	PROFICIENT	EMERGING	UNACCEPTABLE
Structured supervisory session				
Provided useful feedback				
Encouraged active involvement				
Addressed session content				
Maintained focus				
Conveyed competence				
Encouraged questions				
Acted supportive				
Challenged supervisee				
Allowed self-evaluation				
Focused on behaviors				
Provided suggestions				
Maintained flexibility				
Helped with definition and achievement of goals				
Conveyed respect and acceptance				
Addresses ethical issues				
Was multiculturally responsive				
Points (20)	15-20	10-15	5-10	0-5

From:
Campb

ell, J. (2000). Becoming an effective supervisor: a workbook for counselors and psychotherapists. Philadelphia: Accelerated Development, p. 279. ISBN: 1-56032-847-9.

Participation Rubric

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (Below C)
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student only contributes to class at teacher's instigation.
In text-based discussions, gives evidence and makes inferences	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze, or critique an idea.	Locates evidence in support of an idea under discussion.	Cannot locate evidence in support of an idea under discussion.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of ideas of others.	Student listens when others talk, both in groups and in class.	Student seldom listens when others talk, both in groups and in class; sometimes interrupts or dominates.	Student rarely listens when other talk, both in groups and in class; frequently interrupts or dominates.
Deepening the Learning	Able to ask a question that connects the current discussion to bigger themes or ideas; connects the ideas of several participants.	Able to ask a question that relates the current discussion to previous discussions.	Able to ask a question that stimulates others to respond at a deeper level in the current discussion; asks questions to clarify what someone has said.	Unable to generate meaningful questions.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is seldom prepared for class with assignments and required class materials.	Student is rarely if ever prepared for class with assignments and required class materials.
Points (10)	9-10	6-8	3-5	0-2

Discussion Leadership Rubric

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (Below C)
Ability to engage the class in productive discussion process	Demonstrates an advanced ability to facilitate discussion among a class of students that utilizes the readings assigned for the day as well as course material to date that results in a deeper understanding and integration of the material	Demonstrates a satisfactory ability to facilitate discussion among a class of students that utilizes the readings assigned for the day as well as course material to date	Demonstrates a limited ability to facilitate discussion among a class of students that utilizes the readings assigned for the day as well as course material to date. Discussion may summarize the material but fails to deepen understanding or integration of the information presented.	Student is unable to facilitate discussion among a class of students that utilizes the readings assigned for the day as well as course material to date that results in a deeper understanding and integration of the material
Ability to use the text to inform the discussion	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze, or critique an idea.	Locates evidence in support of an idea under discussion, however does not use the evidence to expand, critique or analyze an idea.	Cannot locate evidence in support of an idea under discussion.
Listening Skills	Student listens when others talk, and incorporates or builds off of ideas of others.	Student listens when others talk but could be more effective in building off of the ideas of others	Student seldom listens when others talk, does not build on the ideas of others; sometimes interrupts or dominates.	Student rarely listens when other talk, frequently interrupts or dominates.
Deepening the Learning	Able to ask question that connects the current discussion to bigger themes or ideas; connects the ideas of several participants.	Able to ask a question that relates the current discussion to previous discussions.	Able to ask a question that stimulates others to respond at a deeper level in the current discussion; asks questions to clarify what someone has said.	Unable to generate meaningful questions.

Preparation	Student is well prepared, demonstrates a sophisticated understanding of the reading and has prepared questions/exercises that provoke lively and constructive discussion	Student demonstrates preparation, however summarizes the material more than uses the text as a starting point for discussion	Student is under-prepared to lead the discussion, only demonstrates a superficial understanding of the content, summarizes rather than uses the text as a starting point for discussion	Student is not prepared to lead the discussion, has not done the necessary reading or prepared questions or activities
Points (20)	15-20	10-15	5-10	0-5

Assignment Table:

	Date	Topics	Readings	Assignments
1		Course overview Introductions	none	
2		What is Clinical Supervision? Evidence-based practice and clinical supervision	Falender: Ch. 1: “ The Practice of Clinical Supervision” Frawley- O’Dea: Ch. 2: “Models of Supervision Owen, J. et al (2005). Supervising counseling center trainees in the era of evidence-based practice. Freitas, G. (2002). The impact of psychotherapy supervision on client outcome: a critical examination of 2 decades of research.	
3		What is good/bad supervision? Individual Supervision: Models of supervision	Frawley- O’Dea: Ch. 3: “A Relational Model of Supervision” Falender: Ch.2: “What Makes for Good Supervision?”	Role plays

			Ramos-Sanchez, L. et al (2002). Negative supervisory events: effects on supervision satisfaction and supervisory alliance	
4		Models of Supervision cont.	Stoltenberg: “Enhancing Professional Competence Through Developmental Approaches to Supervision” Bernard & Goodyear: “Supervision Models”	Role plays
5		Ethical and Legal issues Risk Management Structure of supervision	Falender: Ch. 7: “Ethical and Legal Perspectives and Risk Management” Appendix A (p.233) Appendix G (p.257) Falvey: Ch. 2: “Professional and Legal Mandates for Accountability” Falvey: Ch. 7: “Clinical Oversight: Confidentiality and it’s Limits” Goodyear: “Ethical Issues in the Supervision of Student Research”	Role plays <i>Paper #1 Due</i>
6		Ethics cont. Supervisory Relationship	Barnett, J. (2007). Commentaries on the Ethical and Effective Practice of Clinical Supervision: in search of the effective supervisor Robinson, G. (2006). Supervision of boundary issues. Burkard, S., Hess, S., et al. (2006). Therapists-in-training who experience a client suicide: implications for supervision Ladany, N. et al. (2006). Working through countertransference: when super-vision is needed	Role plays
7		Supervisory relationship	Frawley-O’Dea: Ch. 4: “The Supervisor’s Knowledge, Power and Authority, Part I” Frawley-O’Dea: Ch. 5: “The Supervisor’s	Role plays

			Knowledge, Power and Authority, Part II” Ladany, N. et al. (2006). Addressing problematic emotions, attitudes, and behaviors: counseling in versus counseling out	
8		Supervisory relationship cont.	Falender: Ch. 4: “Addressing Personal Factors in Supervision” Falender: Ch. 5: “Alliance in Therapeutic and Supervisory Relationships” Burkard, S., Hess, S., et al. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision	Role Plays
9		Supervisory relationship Diversity issues	Falender: Ch. 6: “Building Diversity Competence in Supervision” Tummala-Narra, P. (2004). Dynamics of race and culture in the supervisory encounter Ladany, N. et al. (2006). Heightening multicultural awareness: it’s never about political correctness.	Role plays
10		Evaluation in supervision	Frawley-O’Dea Ch.7: “The Teach/Treat Issue” Falender: Ch. 8: “Evaluation of the Supervisory Process” Ladany, N. et al. (2006). Remediating skill difficulties and deficits: it’s more than just teaching	Role plays
11		Group Supervision Group Process Peer consultation	Rau: “Advanced Trainees Supervising Junior Trainees” Osterland: “Effective Group Supervision” (on reserve) Frawley-O’Dea: Ch. 9: “Contemporary Case	Role plays

			Conference”	
12		Group Supervision Consultation	Enyedy, K.C. , et al.:Hindering phenomena in group supervision: implications for practice. Brown, Pryzwansky & Schulte: Ch. 1: “Introduction to Consultation and Collaboration” Brown, Pryzwansky & Schulte: Ch. 7: “The Skills and Characteristics of Consultants and Collaborators”	Role plays <i>Interview Paper Due</i> <i>Interview</i> <i>presentations/discussion</i>
13		No class- Holiday Consultation	Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Mental health consultation	
14		Consultation	Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Consultation stages and processes Leonard, H. S. (1999). Becoming a consultant: the real stories. Brown, D., Pryzwansky, W.B., Schulte, A.C. (2006). Ethical and legal considerations.	Role plays
15		Consultation Wrap up, evaluations	Ardichvili, A. (2000). Critical dilemmas for the independent consultant Glasser, Jo K. (2002). Factors related to consultant credibility Falender: Ch.9: “The evolving practice of clinical supervision”	<i>Final Paper Due</i>

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.argosyu.edu>. 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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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

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.