

COURSE SYLLABUS
Argosy University
San Francisco Bay Area

PP7000; History and Systems
Summer, 2009 9701 Deer Valley Road
Tuesday-Thursday, 1:30-4:30 pm
email: ronvalle@aol.com
Office hours: By appointment

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Short biography: Dr. Valle has his doctoral degree in social psychology and has served as a professor in both behavioral-experimental and existential-phenomenological departments of psychology at major universities. He has published extensively in the areas of social, humanistic, transpersonal, and philosophical psychology, including over 40 professional journal articles, numerous book chapters, and five books. Following his post-doctoral clinical training, Ron has served as a psychologist for over 25 years, specializing in clients with chronic pain and stress-related disorders, and with those facing a life-threatening diagnosis and their families. A long-time practitioner and teacher of meditation, Ron developed the Integrated Therapy Program for Transforming Stress and Pain while director of an outpatient university hospital pain clinic. He is editor of *Phenomenological Inquiry: Existential and Transpersonal Dimensions*, senior editor of *Metaphors of Consciousness*, and first author of *Opening to Dying and Grieving: A Sacred Journey*.

Catalog course description:

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of Western thought, tradition, culture, religion, medicine, and social institutions.

Course purpose:

The purpose of the course is to familiarize students with the philosophical foundations, specific world-views, and major theorists, researchers, and practitioners in the field of psychology.

Course prerequisite: None

Course length: 7 1/2 weeks

Total course time: 45 hours

Credit value: 3.0

Course objectives:

- 1) Describe the roots and evolutionary development of the field of psychology
- 2) Explain how psychology's historical precursors and development have

influenced and led to the theories and practices of contemporary psychology.

- 3) Identify the foundational theorists, practitioners, and researchers in the history of psychology and their main contributions
- 4) Define the nature of and differences among the four major world-views or philosophical bases in psychology
- 5) Identify the major systems/historical movements, theoretical approaches, research methodologies, and evolution of ethical standards related to the practice of psychology as they have evolved in the field
- 6) Read selected original writings of individuals who are considered central in the history and development of psychology
- 7) Critically analyze the major tenets and conceptual systems of psychology, both historical and contemporary, being able to compare and contrast these tenets, approaches, movements, and systems
- 8) Recognize one's own presuppositions, beliefs, and values regarding the field of psychology in general, and professional/applied/clinical psychology in particular
- 9) Describe the part that racial, ethnic, and other perspectives on diversity have played in the historical evolution of psychology

Course relevant program outcomes, objectives, and competencies

Goal: To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

Objective: Students will acquire an understanding of the current body of knowledge in the history of psychology.

Competency: Students will demonstrate understanding of the current body of knowledge in the history of psychology as a discipline.

Required reading:

- 1) Leahey, T. (2007). *A History of Psychology: Main Currents in Psychological Thought*. Pearce/Prentice Hall; ISBN-10: 0132438496. (L)
- 2) Benjamin, L. (2008). *History of Psychology: Original Sources and Contemporary Research*. Wiley-Blackwell; ISBN-10: 1405177101. (B)
- 3) Valle, R. and Mohs, M. (2006). *Opening to Dying and Grieving: A Sacred Journey*. Saint Paul, MN: Yes International Publishers; ISBN-13: 978-0-936663-40-1
- 4) Reader:

Behavioral/Cognitive Psychology

Foundational Theorists

1. Wundt, W. (1968). Tridimensional theory of feeling; The mind as

- activity and psychic causality; Theory of apperception. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 126-130.
2. Kulpe, O. (1968). Experimental psychology---Methodology; Fusion and colligation. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 156-158.
 3. Spencer, H. (1968). Life as a continuous adjustment. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 181-183.
 4. Titchener, E. (1968). The postulates of a structural psychology. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 205-208.
 5. Lange, C. (1968). The emotions. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 209-211.
 6. Thorndike, E. (1968). Laws of effect and exercise; Animal intelligence; In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 231-233.
 7. Piaget, J. (1968). Child psychology: Reasoning in children. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 260-262.
 8. Dollard, J. and Miller, N. (1968). S-R learning theory of personality. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 398-402.
 9. Cattell, R. (1968). Multivariate experimental psychology; Factor theory of personality In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 402-409.
 10. Pavlov, I. (1968). Conditioned reflex. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 444-447.
 11. Watson, J. (1968). Psychology as the behaviorist views it. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 450-456.
 12. Hull, C. (1968). A behavior system. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 456-465.
 13. Skinner, B. F. (1968). Operant behavior; The organism; The operant and the Skinner box In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 473-479.

Commentary

14. Tart, C. T. Some assumptions of orthodox, Western psychology. Unpublished.
15. Holland, J. G. (1989). Radical behaviorism and consciousness. In R. Valle and R. von Eckartsberg (Editors), *Metaphors of Consciousness*. New York: Plenum Press. pp. 97-106.
16. Pribram, K. H. (1989). Behaviorism, phenomenology, and holism in psychology. In R. Valle and R. von Eckartsberg (Editors), *Metaphors of Consciousness*. New York: Plenum Press. pp. 141-151.

Clinical Psychology

History

17. Ellenberger, H. (1974). Psychiatry from ancient to modern times. In S. Arieti (Editor), *The Foundations of Psychiatry, Volume 1*. New York: Basic Books. pp. 3-27.
18. Lewis, N. (1974). American psychiatry from its beginnings to World War II. In S. Arieti (Editor), *The Foundations of Psychiatry, Volume 1*. New York: Basic Books. pp. 28-42.

Foundational Theorists

19. Freud, S. (1968). The origin and development of psychoanalysis. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 328-340.
20. Bleuler, E. (1968). Autism. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 325-328.
21. Jung, C. (1968). Analytical psychology. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 346-349.
22. Adler, A. (1968). Individual psychology. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 340-346.
23. Binet, A. and Simon, T. (1968). Binet-Simon intelligence test; Description of tests. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 253-260.
24. Rorschach, H. (1968). The Rorschach ink blot test. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 350-353.
25. Wechsler, D. (1968). WAIS (Wechsler adult intelligence scale). In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 304-309.
26. Frankl, V. (1968). Paradoxical intention: A logotherapeutic

- technique. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 355-359.
27. Cerletti, U. (1968). Old and new information about electroshock. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 362-364.
 28. Sakel, M. (1968). Insulin shock treatment of schizophrenia. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 364-366.
 29. Freeman, W. and Watts, J. (1968). Prefrontal lobotomy. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 377-379.
 30. Moreno, J. (1968). Group psychotherapy. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 382-385.
 31. Murray, H. and Morgan, C. (1968). A method for investigating fantasies: The thematic apperception test. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 385-388.
 32. Rogers, C. (1968). Significant aspects of client-centered therapy. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 394-398.
 33. Binswanger, L. (1968). Existential psychotherapy. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 499-503.
 34. Sartre, J. (1968). Existential psychoanalysis. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 503-508.

Commentary

35. Wolpe, J. (1974). The behavior therapy approach. In S. Arieti (Editor), *The Foundations of Psychiatry, Volume 1*. New York: Basic Books. pp. 941-957.
36. Barton, A. (1974). Classical Freudian therapy. *Three Worlds of Therapy: An Existential-phenomenological Study of the Therapies of Freud, Jung, and Rogers*. Palo Alto, CA: National Press Books. pp. 23-55.
37. Barton, A. (1974). The Jungian approach to psychotherapy. *Three Worlds of Therapy: An Existential-phenomenological Study of the Therapies of Freud, Jung, and Rogers*. Palo Alto, CA: National Press Books. pp. 109-135.
38. Marlan, S. (1989). Depth consciousness. In R. Valle and R. von Eckartsberg (Editors), *Metaphors of Consciousness*. New York: Plenum Press. pp. 225-242.

39. Barton, A. (1974). Client-centered therapy. *Three Worlds of Therapy: An Existential-phenomenological Study of the Therapies of Freud, Jung, and Rogers*. Palo Alto, CA: National Press Books. pp. 177-207.
40. Vaughan, F. (1980). Transpersonal psychotherapy: Context, content, and process. In R. Walsh and F. Vaughan (Editors), *Beyond Ego: Transpersonal Dimensions in Psychology*. Los Angeles: J. P. Tarcher. pp. 182-189.
41. Wittine, B. (1989). Basic postulates for a transpersonal psychotherapy. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 269-287.
42. Levin, D. M. (1989). Approaches to psychotherapy: Freud, Jung, and Tibetan Buddhism. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 243-274.

Humanistic Psychology

Foundational Theorists

43. James, W. (1968). James-Lange theory of emotions; Habit; The Stream of consciousness; The self; Psychological types. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 211-217.
44. Husserl, E. (1968). Phenomenological psychology. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 492-494.
45. Heidegger, M. (1968). Dasein analysis; Being-in-the-world. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 495-499.

Commentary

46. Bugental, J. (1967). The challenge that is man. *Challenges of Humanistic Psychology*. New York: McGraw-Hill Book Company. pp. 5-11.
47. Rogers, C. (1965). Some questions and challenges facing a humanistic psychology. *Journal of humanistic psychology*, 5, 1-5.
48. May, R. (1967). Existential psychology. In T. Millon (Editor), *Theories of Psychopathology and Personality*. Philadelphia: W. B. Saunders Company. pp. 200-208.
49. Valle, R., King, M., and Halling, S. (1989). An introduction to existential-phenomenological thought in psychology. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 3-16.
50. Kruger, D. (1979). Images of contemporary man and the challenge to modern psychology. In D. Kruger, *An Introduction to Phenomenological Psychology*. Pittsburgh, PA: Duquesne University Press. pp. 1-21.
51. Fuller, A. R. (1990). The objective space of meaning. In A. Fuller, *Insight Into Value*. Albany, NY: State University of New York Press.

pp. 1-22.

52. von Eckartsberg, R. and Valle, R. S. (1989). Heideggerian thinking and the Eastern mind. In R. Valle and R. von Eckartsberg (Editors), *Metaphors of Consciousness*. New York: Plenum Press. pp. 287-311.

Transpersonal Psychology

Foundational Theorists

53. Plotinus (1968). The soul and sensation. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 19-20.
54. Augustine, A. (1968). The human mind; Memory, understanding, and will. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 20-23.
55. Aquinas, T. (1968). The soul as an intellectual principle; Psychophysical unity; Sensation. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 23-24.
56. Descartes, R. (1968). Interaction of mind and body; Pineal gland; Passions; Will, memory, and imagination. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 24-28.
57. Maslow, A. (1968). Self-actualizationism. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 411-416.

Commentary

58. Valle, R. (1989). The emergence of transpersonal psychology. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 257-268.
59. Vaughan, F. Introduction and the transpersonal self. *The Inward Arc: Healing and Wholeness in Psychotherapy and Spirituality*. Boston: Shambhala. pp. 3-57.
60. Frager, R. (1989). Transpersonal psychology: Promises and prospects. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 289-309.
61. Valle, V. A. and Kruger, E. L. (1989). The nature and expression of feminine consciousness through psychology and literature. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 379-393.

Issues of Diversity

62. Furumoto, L. and Scarborough, E. (2002). Placing women in the history of psychology: The first American women psychologists. In W. Pikken and P. Dewsbury (Editors), *Evolving Perspectives in the History of Psychology*. Washington, DC: American

- Psychological Association. pp. 527-535.
63. Weizmann, F. (2004). Type and essence: Prologue to the history of psychology and race. In A. Winston (Editor), *Defining Difference: Race and Racism in the History of Psychology*. Washington, DC.
64. Bonitz, V. (2008). Practice review: Use of physical touch in the 'talking cure;' a journey to the outskirts of psychotherapy. *Psychotherapy theory, research, practice, and training*, 45(3), 391-404.

Evidence-Based Research

65. Whaley, A. and Davis, K. (2007). Cultural competence and evidence-based practice in mental health services: a complementary perspective. *American Psychologist*, 62(6), 563-574.
66. Arnett, J. (Oct. 2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63(7), 602-614.

Ethics

67. Callan, J. and Callan, M. (2005). An historical overview of basic approaches and issues in ethical and moral philosophy and principles: A foundation for understanding ethics in psychology. In S. Bucky, J. Callan, and G. Stricker (Editors), *Ethical and Legal Issues for Mental Health Professionals: A Comprehensive Handbook of Principles and Standards*. Binghamton, NY: The Haworth Press.

Weekly Schedule

- Class 1 - Course introduction
Four major world-views in psychology
- Class 2 - Scientific foundations of psychology: Theory and research
Foundations of clinical practice
Nature and evolution of ethical standards
Read: L: Chapters 1, 4, 5
B: Chapters 1, 2
Reader: # 1, 4, 17, 18, 56
- Class 3 - J. B. Watson and methodological behaviorism
B. F. Skinner and radical behaviorism
Behavioral-experimental psychology
Read: L: Chapters 10, 11
B: Chapters 5, 11
Reader: # 10, 13, 35
- Class 4 - Sigmund Freud
Psychoanalytic psychology
Read: L: Chapter 8
B: Chapter 13

Reader: # 19, 22, 36

- Class 5 - Carl Jung
Archetypal/Analytic psychology
Read: Reader: # 21, 37
- Class 6 - Cognitive psychology
Cognitive-developmental psychology
Read: L: Chapter 12
B: Chapters 6, 12
Reader: # 7
- Class 7 - Foundational personality theorists
Individual difference measures
Issues of diversity: Gender, race, and sexual orientation
PEP#1 due
Read: L: Chapter 9
B: Chapter 4
Reader: # 5, 23, 24, 62, 63, 64
- Class 8 - Humanistic psychology
Qualitative methodologies
Read: L: Chapter 6
B: Chapter 14
Reader: # 32, 39, 48, 57
- Class 9 - Existential-phenomenological psychology
Transpersonal psychology
Nature of consciousness
Read: L: Chapter 7
Reader: # 44, 45, 49
- Class 10 - Evidence-based research
Ethics in the history of psychology
Read: L: Chapter 2
Reader: # 53, 58, 60, 65, 66, 67
- Class 11 - Class presentation #1
- Class 12 - Class presentation #2
- Class 13 - Class presentation #3
- Class 14 - Class presentation #4
- Class 15 - Contemporary applications
Conclusion
PEP#2 due
Read: L: Chapter 3
B: Chapter 16
Reader: 40, 41, 59

Course policies:

Attendance: Note that your attendance at all class sessions is expected. Please inform the instructor ahead of time if you are unable to attend a class. Be aware that no more than two class sessions may be missed for satisfactory completion of the class according to Argosy University policy. Attendance will be taken at each class session.

Readings and Participation: Completing the required readings on time and your appropriate verbal participation (questions, comments, personal responses) in class are expected. In this context, it is also expected that you will listen respectfully to the instructor and other students when they are speaking. See the rubrics for assessing reading and participation in Addendum B.

Personal/Professional Experience Papers (PEPs): These two papers (typed, double-spaced, one inch margins) will present you with questions relevant to the Valle and Mohs book (PEP#1) and the course reader (PEP#2), and ask you to apply what you have read to your personal and professional life experience. See the rubrics for assessing papers in Addendum E.

Class presentations: Each group of students will be responsible to present the theories and main insights of the area in the history of psychology that they have chosen, as well as the main personal and collective issues that arose in the group in preparing for the class presentation. See the rubrics for assessing presentations in Addenda C and D.

Course evaluation:

Letter grading will be used (A+, A, A-, B+, B, B-, C+, C, F, I). Based on the rubrics given in Addendum A, the grade will be based upon satisfying all of the following weighted course requirements:

Participation in class discussions	10%
PEP paper #1	30%
Presentation	25%
PEP paper #2	35%
Total	100%

Argosy University policies

Library:

On-Line Resources: 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 34,872 full-text journals and over 38,500 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>. Detailed descriptions of online resources are located at <http://library.argosy.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 at <http://library.argosy.edu>. 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.argosy.edu/infolit/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

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, Fifth Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, Fifth 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. Plagiarism, copying, representing another person's work as an independent project, and failure to provide appropriate credit for the work of another person are all grounds for the student being given a failing grade in the class. Regardless of the severity of the violation, any intentional misrepresentation of any work completed in this class will result in the student receiving no credit for the assignment.

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.

Student Conduct

All students are expected to be active participants in their own learning. Any student failing to complete the requirements of the class in a timely manner will not receive a passing grade. Students who do not complete assignments by the due date will not receive credit for that assignment unless granted accommodations or presenting a statement from a health care provider indicating that the student was unable to be in class for the assignment. If a medical excuse is provided, it is expected that the assignment will be turned in at the next class along with a copy of the note. In keeping with California law and HIPAA regulations, a medical diagnosis is not required for any medical note.

Students are expected to conduct themselves in a manner keeping with the American Psychological Association Ethics Code. Classroom participation is expected to aid the student in clarifying his/her understanding of the material. All classroom participation should be in keeping with professional respect for one's fellow students. The use of intentionally demeaning or intentional derogatory language will not be accepted or tolerated. However, as a learning community, it is expected that each student will bring his/her own background, education, and experience to the classroom, and what may be perceived as problematic for one person, may not be viewed so by another. Each student is expected to raise any concerns about the use of language to the attention of the other student or the professor as soon as is reasonable.

Disability and Diversity Issues:

Disability

Argosy University provides accommodations to qualified students with disabilities. The Disability Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University.

Argosy University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs, and activities in compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students who believe they are in need of accommodations should contact the Disability Services coordinator. If you have a concern or complaint in this regard, please contact the Student Services Department. Complaints will be handled in accordance with the Argosy University's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

In addition, this course attempts to comply with the APA statements regarding disabilities and Division 22 (Rehabilitation Psychology) guidelines and recommendations. Students with disability-related needs are encouraged to contact the instructor as soon as possible to ensure that any accommodations that are needed are granted. Specific accommodations that are available to a specific student will be determined on a case-by-case basis in compliance with ADA guidelines and State of California laws and regulations.

Commitment to 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.

All students are encouraged to raise diversity-related issues and comments as well as perspectives in class instructions. Diversity in this context is taken to mean gender, race, ethnicity, religion, social background, and any other characteristic which impacts the person and his/her psychological functioning.

Notice of Nondiscrimination

Argosy University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, or any other characteristic protected by state, local, or federal law in our programs and activities. Each campus has designated a staff member to handle inquiries and coordinate individual campus compliance efforts regarding the nondiscrimination policy.

Addendum A

Rubrics for Assessing Final Course Grading

Final Course Grade: A

Exceeds Expectations: Excellent class participation and contribution; excellent individual and/or group presentations; excellent researched and written paper(s); test(s) 93-100%; displays excellent learning and understanding of all key course content.

Final Course Grade: A-, B+

Meets Expectations: Good class participation and contribution; well-prepared and delivered individual and/or group presentations; well to reasonably well researched and written papers; test(s) 86%-92%; displays good learning and understanding of most key course content.

Final Course Grade: B, B-

Below Expectations: Adequate to barely adequate class contribution, preparation, and quality of individual and/or group presentations; adequately to barely adequately researched and written paper(s); tests 80% - 85%.

Final Course Grade: C+ or below

Does Not Meet Expectations (Unacceptable Work): No, or almost no, class participation or contribution; inadequate individual and/or group presentations (off topic, poorly researched, poorly presented); unacceptable writing ability with little or no specific details or evidence of research and time put in; displaying little or no critical evaluation and synthesis of the relevant theoretical, clinical, and empirical literature; tests 79% and below.

Addendum B

Rubrics for Assessing Reading-based Discussion/Participation

Level Of Engagement In Class

- 4 Points:* Student proactively contributes to class by offering ideas and asking questions more than once per class.
- 3 Points:* Student proactively contributes to class by offering ideas and asking questions once per class.
- 2 Points:* Student rarely contributes to class by offering ideas and asking questions.
- 1 Point:* Student never contributes to class by offering ideas and asking questions.

In Text-based Discussions

- 4 Points:* Uses evidence in the text to create a new idea or draw connections among ideas.
- 3 Points:* Uses evidence in the text to expand on, analyze, or critique an idea.
- 2 Points:* Locates evidence in support of an idea under discussion.
- 1 Point:* Able to locate factual evidence in the text with page number.

Listening Skills

- 4 Points:* Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.
- 3 Points:* Student listens when others talk, both in groups and in class.
- 2 Points:* Student does not listen when others talk, both in groups and in class.
- 1 Point:* Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak or talks while others speak.

Deepening the Learning

- 4 Points:* Able to ask a question that connects the current discussion to bigger themes or ideas. Connects the ideas of several participants.
- 3 Points:* Able to ask a question that relates the current discussion to previous discussions.
- 2 Points:* Able to ask a question that provokes others to respond at a deeper level in the current discussion. Asks questions to clarify what someone has said.
- 1 Point:* Able to ask a question related to the current discussion.

Preparation

- 4 Points:* Student is almost always prepared for class with assignments and required class materials.
- 3 Points:* Student is usually prepared for class with assignments and required class materials.

2 Points: Student is rarely prepared for class with assignments and required class materials.

1 Point: Student is almost never prepared for class with assignments and required class materials.

A: 15-20 points

B: 11-14 points

C: 6-10 points

Addendum C

Rubrics for Assessing Collaboration

Researches and Gathers Information

Exemplary (4 Points): Collects a great deal of information---all relates to the topic.

Accomplished (3 Points): Collects some basic information---most relates to the topic.

Developing (2 Points): Collects very little information---some relates to the topic.

Beginning (1 Point): Does not collect any information that relates to the topic.

Shares Information

Exemplary (4 Points): Relays a great deal of information---all relates to the topic.

Accomplished (3 Points): Relays some basic information---most relates to the topic.

Developing (2 Points): Relays very little information---some relates to the topic.

Beginning (1 Point): Does not relay any information to teammates.

Punctuality

Exemplary (4 Points): Hands in all assignments on time.

Accomplished (3 Points): Hands in most assignments on time.

Developing (2 Points): Hands in most assignments late.

Beginning (1 Point): Does not hand in any assignments.

Fulfills Duties of Assigned Team Role

Exemplary (4 Points): Performs all duties of assigned team role.

Accomplished (3 Points): Performs nearly all duties.

Developing (2 Points): Performs very few duties.

Beginning (1 Point): Does not perform any duties of assigned team role.

Shares Equally

Exemplary (4 Points): Always does the assigned work without having to be reminded.

Accomplished (3 Points): Usually does the assigned work---rarely needs reminding.

Developing (2 Points): Rarely does the assigned work---often needs reminding.

Beginning (1 Point): Always relies on others to do the work.

Listens to Other Teammates

Exemplary (4 Points): Listens and speaks a fair amount.

Accomplished (3 Points): Listens, but sometimes talks too much.

Developing (2 Points): Usually doing most of the talking---rarely allows others to speak.

Beginning (1 Point): Is always talking; never allows anyone else to speak.

Cooperates with Teammates

Exemplary (4 Points): Facilitates and resolves conflicts.

Accomplished (3 Points): Respectful during conflicts and demonstrates commitment to resolution.

Developing (2 Points): Recognizes conflicts and requests support for resolution.

Beginning (1 Point): Usually argues with teammates without offering opportunities for resolution.

Makes Fair Decisions

Exemplary (4 Points): Always helps team to reach a fair decision.

Accomplished (3 Points): Usually considers all views.

Developing (2 Points): Often sides with friends instead of considering all views.

Beginning (1 Point): Usually wants to have things his/her own way.

A: 25-32 points

B: 17-24 points

C: 9-16 points

Addendum D

Rubrics for Assessing Individual Presentations

Organization of Presentation

Excellent (4 Points): Well-structured and presented in a logical sequence.

Good (3 Points): Mostly structured and precise, but parts may be unconnected to the rest of the presentation.

Fair (2 Points): Somewhat structured, but too much time spent on unimportant material. Disjointed sequence.

Poor (1 Point): Unstructured, strays from the subject. Much of the presentation out of logical order.

Comprehensibility of Presentation

Excellent (4 Points): Clear and easily understood.

Good (3 Points): Mostly clear, but some confusion in the presentation.

Fair (2 Points): Somewhat clear, but leaves the listener a little lost.

Poor (1 Point): Unclear and confusing. Not understood.

Knowledge of Subject

Excellent (4 Points): Accurate and shows depth of thought.

Good (3 Points): Mostly accurate and certain areas show depth of thought.

Fair (2 Points): Some understanding of subject but little depth.

Poor (1 Point): Inaccurate and shows a surface knowledge only.

Use and Analysis of Sources

Excellent (4 Points): Sources of high quality and varied. Critically evaluates and synthesizes the relevant theoretical, clinical, and empirical literature.

Good (3 Points): Most sources used of high quality with some questionable sources. Some variety. Effectively evaluates and synthesizes the relevant theoretical, clinical, and empirical literature.

Fair (2 Points): Some sources of high quality but little variety, and many sources that are questionable. Only moderately evaluates and synthesizes the relevant theoretical, clinical, and empirical literature.

Poor (1 Point): Unreliable and uncorroborated sources. Little or no variety. Does not evaluate and synthesize the relevant theoretical, clinical, and empirical literature.

Persuasion and Context

Excellent (4 Points): Convincingly solves the problem, and answers the question or accomplishes the purpose of the study.

Good (3 Points): Answers the question or solves the problem, but leaves certain minor areas not assessed.

Fair (2 Points): Some answers provided or part of the problem solved, but leaves certain major areas not assessed.

Poor (1 Point): Unsupported and unconvincing arguments. Does not answer the question or solve the problem of the study.

A: 16-20 points

B: 11-15 points

C: 6-10 points

Addendum E

Rubrics for Assessing Papers

Performance Elements

Mechanics:

1 Point: No errors.

.5 Point: A few distracting errors. Some minor difficulties.

0 Points: Many major mechanical errors.

Assertions:

2 or 1.5 Points: Major points are supported by strong examples.

1 Point: Major points are given only thin support.

.5 or 0 Points: Major points are given superficial or no support.

Ideas:

2 or 1.5 Points: Engaging, insightful, and illustrate understanding.

1 Point: Good, but are obscured by unclear writing or lack of information.

.5 or 0 Points: Do not go beyond the obvious, or are randomly presented or remain undeveloped.

Writing Style:

1 Point: Is clear, inspiring, and done with a flair.

.5 Point: Is O.K., but contains few surprises.

0 Points: Lacks energy, and is narrow and unimaginative.

Organization:

2 or 1.5 Points: Contains clearly developed paragraphs in a logical sequence.

1 Point: Contains mostly clearly developed paragraphs, but is unclear in places.

0 Points: Is disorganized and difficult to follow.

Thesis Statement or Purpose:

2 or 1.5 Points: Contains a sharp focus and a clearly identifiable statement of purpose.

1 Point: Contains an unengaged or poorly focused statement of purpose.

0 Points: Does not present a thesis or purpose statement that is clearly identifiable or developed.

A: 7-10 points

B: 5-6.5 points

C: 0-4.5 points