

Argosy University
COURSE SYLLABUS
PP7111B
Professionalization Group II

Faculty Information

Faculty Name: Alison Steiner, Psy.D.

Campus: San Francisco Bay Area

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Office Hours: Tuesdays 3:30-5 pm; Thursdays 4-5 pm

Faculty Bio: I am a graduate of the Wright Institute. I have a practice with the Berkeley Therapy Institute where I work with individuals, couples and families, conduct psychological assessments and where I also supervise pre-doctoral and postdoctoral graduate students

Course description: *These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.*

Course Purpose: This is a two semester course for Psy.D. Clinical Psychology students. Its purpose is to provide students with a supportive environment in which to obtain academic and professional advising and to discuss issues specifically related to Argosy University's requirements and organization. The faculty member leading the group is available to help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. Students discuss topics related to professional psychology and the development of a professional identity as a psychologist. An emphasis is placed on how students can prepare themselves for changing roles in professional psychology and for developing multicultural competence in those roles.

Course Pre-requisites: *PP7110: Professionalization Group I*

Course length: 7 Weeks

Contact Hours: 14 Hours

Credit Value: 0.0

Program Outcomes:

Goal 1: The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

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.

Goal 3: 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.

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

1. Articulate a clear understanding of the requirements needed to complete the Psy.D. program including: curriculum, field placements, clinical competency examination, clinical research project, and other doctoral requirements at Argosy University thereby understanding the different expectations and responsibilities of graduate school
2. Successfully prepare for the Practicum field placement in the second year with special emphasis on the matching process; write a curriculum vita, cover letters, develop a site selection list
3. Discuss issues, challenges and problems that arise during the first year experience at Argosy University and to explore the meaning of the transitional experience of becoming a psychologist and the development of a professional identity;
4. Discuss an understanding of cultural and ethnic issues as they impact all aspects of developing a professional identity as a psychologist;
5. Discuss an increased knowledge of current issues in the field of professional psychology and relate these to the educational process of graduate school and to expected future careers as psychologists
6. Actively function as a member of a peer professional support group through classroom discussion
7. Begin the process of self-reflection and self-examination through which one shapes *the self, the primary professional tool* necessary for the professional engagement in the change process for individuals, families and groups. Students will demonstrate emerging competency in this area through participation in classroom discussion

Required Textbooks:

Prinstein, M.J., Patterson, M.D. (2003). *The portable mentor: Expert guide to a successful career in psychology*. New York: Kluwer Academic/Plenum Publishers. ISBN: 0-306-46457-3

McWilliams, Nancy. (2004). *Psychoanalytic Psychotherapy*, New York: The Guilford Press. ISBN: 1-59385-009-3

Assignment Table

	Date	Topics	Readings	Assignments
1	5/12/09	Overview, discuss course, discuss interview project and CRP assignment	None	
2	5/19/09	Preparing for Practicum Becoming a therapist	DeAngelis, T. (2005). Things I wish I'd learned in graduate school. http://www.apa.org/monitor/jan05/gradschool.html P&P Ch 10 (review) "How to be a Good Practicum Student" McWilliams Ch. 2	
3	5/26/09	Overview : First practicum to licensure Self-Care for the Psychologist	P&P: Ch. 12, 13 and 14 (skim) Board of Psychology website: "An overview of licensure as a psychologist": http://www.psychboard.ca.gov/licensing/license.html Also- look up licensing requirements for the state in which you plan to practice: state licensing boards can be found through ASPP on: http://www.asppb.org/about/boardContactStatic.aspx McWilliams Ch. 11 and 12	
4	6/2/09	Internship process, post-docs, etc.- the process and how to start preparing now	P&P Chapter 12: "Navigating the internship process" Ch. 13: "Predoctoral Internship: The APPIC computer match"	Go to APPIC website: http://www.appic.org Download copy of most recent internship application (changes

			Explore APA student webpage dedicated to info and links for postdoctoral internships: http://www.apa.org/students/student5.html (rec: Ch. 21: “Recommendations for a Postdoctoral fellowship”) McWilliams Ch. 6	yearly). Print a copy and bring to class. Look over “match statistics” Bring questions and comments to class. Role plays
5	6/9/09	CRP Process	CRP assignment	CRP discussion/presentations
6	6/16/09	The Frame Preparing the Client	McWilliams Ch. 3 McWilliams Ch. 4	<i>Interview Papers Due</i> Interview Presentations Role Plays
7	6/23/09	Boundaries and Ethics in practice	McWilliams Ch. 5 and 7	Role Plays

CRP Project: 6/9/09

Go to the library and choose a completed CRP that is of interest to you (an Argosy University –SFBA PsyD Clinical Research Project).

Choose one that is related to a topic you are interested in and/or one that represents a type of project protocol you might consider for your own CRP.

Be PREPARED to answer the following questions in class on 6/9/09 :

1. What type of Psy.D. CRP is it:
 - a. Conceptual-Analytic
 - b. Case Study
 - c. Survey and Epidemiological Questionnaires
 - d. Program Evaluation
 - e. Qualitative Study

- f. Quantitative Study
 - g. Other
2. How many participants were used?
 3. How many references were included?
 4. How many pages are included in the body of the CRP? (excluding references and appendices)
 5. Who was the Chairperson, committee member?
 6. Read the abstract and skim the method, look through the body of the project- what stands out?
 7. how do you feel about starting to tackle your own CRP?

Interview Paper/Presentation- 6/16/09

This assignment is to interview a psychologist practicing in the field (in person, by phone, or by email). If possible, choose someone who is doing something you aspire to do at some point in your career as a psychologist.

Step 1. Develop a list of about 10 questions to use in order to obtain pertinent information from your interviewee about potential career paths as a psychologist. Your questions should result in an understanding of the path your interviewee took in order to be where they are today. Also, what do they see as their role as a psychologist? What advice do they have for a student in your position who aspires to develop a career in psychology?

Some suggestions:

1. Find out about the variety of experiences that influenced his/her decisions including specific courses, teachers, dissertation, internship, postdoc placements and decisions, supervisors, mentors, clients, jobs, etc. that they deem relevant to their current career choice.
2. If they had to “do it all over again” what changes would they make in their career path?
3. What does their day to day life look like as a psychologist?
4. How do they view their future as a psychologist?
5. What advice do they have for you as a student?
6. Any other questions that interest you.

Step2: Conduct the interview

Step 3: Write up a summary of the interview. Your paper should include:

- a. Your list of questions (1 page)
- b. A summary of the responses to your interview questions (2 pages)
- c. Reflection on the interview process itself and how it influenced your thoughts about your own projected career path (1-2 pages)
- d. What you learned from this exercise about a career in psychology (1-2 pages)

Your paper should be 4-6 pages (typed and double-spaced)

Step 4: Presentation: 10-15 minutes

Present your interview findings in class, including a through description of your interviewee's current job as a psychologist, the path they took to get there, other interesting points from your interview, how the interview experience was for you and how it has influenced your thought about your own career path.

EVALUATION/GRADING

Grading Scale

CR	Credit/ 75 + points
NC	No credit below 75 points

Grading requirements

<i>Attendance</i>	<i>20 points</i>
<i>Participation in class discussions</i>	<i>20 points</i>
<i>CRP project</i>	<i>20 points</i>
<i>Interview paper</i>	<i>20 points</i>
<i>Interview presentation</i>	<i>20 points</i>
	<i>100 points</i>

Grades will be based upon attendance, classroom participation, written assignments, classroom assignments and presentations and professional behavior. Failure to perform with graduate level quality in any of these areas will be grounds for no credit. Failure to complete any assignment will also be grounds for no credit. **Late assignments will not be accepted.**

Regular attendance is mandatory. If you find it impossible to attend class, you must contact me by phone or email. Missing more than 2 classes will result in a grade of No Credit. Chronic tardiness can also result in a No Credit grade.

Professional behavior is expected in class. You demonstrate professional behavior by coming to class consistently and on time, coming to class prepared by completing assigned readings and assignments and by being prepared to participate actively in class discussions. Professional behavior also includes following the guidelines for this program as indicated in the Argosy University publications and website. As students are likely to bring up personal issues related to their graduate school experience and becoming a psychologist, confidentiality outside the classroom is expected.

Active participation in class discussions is expected. You will be evaluated on the frequency and quality of your classroom participation. This is a class of advisement and consultation. I can only evaluate you based on what I hear from you and observe in class. You also have much to offer your peers in sharing your experiences and challenges with each other. If at any time you do not

feel safe to participate actively in this class, i.e. free to expose the therapist/student inside you to others, it is your responsibility to bring this to the group's and my attention. I encourage you to address the group, however, if you have an issue that is difficult to bring up in front of the class, you are responsible for asking me for an individual meeting to discuss the issue. Again, I can only evaluate you based upon what I observe and hear from you.

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.
Total: (20)	16-20	11-15	6-10	0-5

Presentation Rubric

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (Below C)
Organization of Presentation	Well-structured and presented in a logical sequence	Mostly structured, precise but parts may be unconnected to the rest of the presentation.	Somewhat structured but too much time spent on unimportant material. Disjointed sequence.	Unstructured, strays from the subject. Much of the presentation out of logical order.
Comprehensibility of	Clear and easily	Mostly clear but	Somewhat clear but	Unclear and

presentation	understood.	some confusion in the presentation.	leaves the listener a little lost.	confusing. Not understood.
Knowledge of subject	Accurate and shows depth of thought.	Mostly accurate and certain areas show depth of thought.	Some understanding of subject but little depth.	Inaccurate and shows a surface knowledge only.
Use and analysis of Sources	Sources of high quality and varied. Critically evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Most sources used of high quality with some questionable sources. Some variety. Effectively evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	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.	Unreliable and uncorroborated sources. Little or no variety. Does not evaluate and synthesize the relevant theoretical, clinical and empirical literature.
Persuasion and context	Convincingly solves the problem, answers the question or accomplishes the purpose of the exercise.	Answers the question or solves the problem but leaves certain minor areas not assessed.	Some answers provided or part of the problem solved but leaves certain major areas not assessed.	Unsupported and unconvincing arguments. Does not answer the question or solve the problem of the exercise
Total: (20)	16-20	11-15	6-10	0-5

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, 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.