

**Argosy University**  
**COURSE SYLLABUS**  
*PC 6010*  
*Professionalization Group*  
*Fall 2010*

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**Faculty Information**

<b>Faculty Name:</b>	Ian J Wallace, PhD
<b>Campus:</b>	San Francisco Bay Area
<b>Contact Information:</b>	iwallace@argosy.edu; 510-217-4746 (email preferred)
<b>Class Meetings:</b>	Mondays, 12:45 – 1:45; room TBD
<b>Office Hours:</b>	Tuesdays 10am-12noon, Thursdays 1-3pm, and also by appointment

**Course description:**

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

**Course Pre-requisites:** None

**Required Texts:**

Kottler, J. A. (2003). *On being a therapist*. San Francisco, CA: Jossey-Bass.

Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Harper Perennial.

**Recommend Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Strunk, W., Jr. & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Turabian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations*:

*Chicago style for students and researchers* (7th ed.). Chicago, IL: The University of Chicago Press.

**Course length:** 15 Weeks    **Contact Hours:** 15 Hours    **Credit Value:** 1.0

**Final Date to Drop the Class:**

- In order to receive a refund of 100%, students must officially drop a course through Student Services by noon on **9/17/2010**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **11/14/2010**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

**Course Objectives:**

- 1) Orientation to the MACP program at Argosy University.
  - a. Advising about school and departmental policies as well as outlining guidelines for onsite and online coursework.
  - b. Becoming familiar with available resources.
- 2) Introduction to the field of Marriage and Family Therapy.
- 3) Awareness of role expectations and norms associated with being a mental health professional.
- 4) Learn the foundations of APA style for professional writing.
- 5) Increase self-awareness of professional goals and identity.
  - a. Identify current strengths and skills.
  - b. Identify areas for personal and professional growth.

**Assessment**

*Participation* (50%; 200 points)

- Definition: Be present for the entirety of each class; Actively engage in class discussions, lecture, and exercises; Set goals and work toward achieving stated goals.
- Journal entries: Write 3 mini reaction essays (1 page) commenting on an experience or topic discussed during class. Journal entries must be received via email (as an attached Microsoft Word document) during the week following the class you write about.
- Curriculum vitae (CV)/Resume and cover letter assignment: Create a rough draft of your CV or resume and a professional cover letter. These will be reviewed in class by your peers. Credit will be given for completing the assignment and bringing the documents to class rather than not on the quality of each.

*Self-reflection Paper* (25%; 100 points)

- 3 – 4 pages
- Address the following:
  - Factors in your life that have motivated you to enter the MACP program at Argosy University,

- Your goals as a student and therapist-in-training, and
- Aspirations or dreams for your professional career.
- **Due in class the week of October 25**

*APA Style Paper* (25%; 100 points)

- 2 – 3 pages about an area of Professional Psychology that interests you
- Include at a minimum, 2 references and 1 citation per page
  - You may reference either of the required texts
  - You must reference at least 1 journal article
- Your grade is primarily based on correct APA style references and citations.
- **Due in class the week of December 6**

**MACP APA Style Requirements**

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

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

**Grading:**

	<u>Percent (%)</u>	<u>Points</u>
A	93 – 100	370 – 400
A-	90 – 92	358 – 369
B+	87 – 89	346 – 357
B	83 – 86	330 – 345
B-	80 – 82	318 – 329
C+	77 – 79	306 – 317
C	73 – 76	290 – 305
C-	70 – 72	278 – 289
F	< 70	< 278

NOTE: Grades are Credit or No Credit. No credit will result if any of the following occur:

- Missing more than 4 classes
- Plagiarism
- Grade below a B-

**Schedule:**

<b>Week of</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment due</b>	<b>Other/Notes</b>
<b>September 13</b>	Introduction; past experience; goals & dreams; Overview of the field of Professional Psychology			Add/drop period ends at noon on <b>9/17/2010</b>
<b>September 20</b>	Library resources overview with Julie Griffith			<b>Bring your student portal username and password. Meet directly in library computer lab.</b>
<b>September 27</b>	<b>Guest Lecture</b> , practicum, part 1: Practicum Director, Vince Nevins, PhD			
<b>October 4</b>	1 <sup>st</sup> round: APA Style			
<b>October 11</b>	<b>Guest Lecture:</b>		<b>Self-reflection</b>	

	Therapeutic alliance & common factors, Russell Chapman, PhD		<b>Paper</b>	
<b>October 18</b>	CV/resume, cover letter, and interviewing			
<b>October 25</b>	<b>Guest Lecture, practicum, part 2:</b> Practicum Director, Vince Nevins, PhD			<b>Bring CV and cover letter to class</b>
<b>November 1</b>	Discussion of reading	Kottler		
<b>November 8</b>	Degree v licensure requirements			Final date to withdraw with a grade of 'W': <b>11/14/2010</b>
<b>November 15</b>	TBD			
<b>November 22</b> <b>THANKSGIVING</b>	2 <sup>nd</sup> round: APA Style			
<b>November 29</b>	Discussion of reading	Yalom	<b>Last eligible class for a Reaction Essay</b>	
<b>December 6</b>	TBD		<b>APA Style paper</b>	
<b>December 13</b>	TBD			

**Additional topics to be covered (\* indicates primary topic):**

Clients v patients  
 Counseling Psychology v Clinical Psychology  
 Degree requirements  
 Diversity & multiculturalism  
 Giving advice and therapy  
 \*Law & Ethics introduction: Multiple relationships  
 \*Licensure; MFT v LPCC and upcoming changes  
 Overview of Marriage and Family Therapy: Professional organizations  
 Personal therapy  
 \*Plagiarism and writing coaches  
 \*Practicum  
 Professional competencies  
 Professional relationships and networking; Social networking sites and professional conduct  
 Resources (e.g., tutoring for writing); Study skills  
 Scholarship

\*Student Handbook review  
Therapeutic alliance and common factors  
Treatment modalities  
\*Writing a research paper and APA style

**Course Policies:**

*Attendance* – Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate. Please discuss any planned absences with me as far in advance as possible. Please turn off cell phones and other electronic devices during class.

*Tardiness* – It is extremely important that students arrive on time to class. Tardiness at the start of class, as well as after breaks will result in subtracting points from your participation grade.

*Assignments* – Any assignment turned in late will automatically be lowered one full grade. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

*Class participation* – Please read assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. Be aware that class discussions may at times provoke or elicit strong emotions. Therefore, please be mindful of what you choose to share and also be sensitive to the thoughts and feelings of your fellow classmates.

*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. For further information, reference the academic dishonesty/plagiarism statement in Appendix A.

## Appendix A

### **Technology:**

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

### **Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

### **Library**

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

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu> and also at <http://thecampuscommon.com/library/auo/login.aspx>.

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. 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 access the tutorial directly at <http://library.argosy.edu/infolit/>

### **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition (2009)* Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* for thesis and paper

format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,”([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

## Appendix B

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

#### 1. Professional Practice

##### *Competency 1a: Assessment and Skills*

- Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

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

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

##### *Competency 1c: Writing*

- Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

#### 2. Research

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

#### 3. Interpersonal Effectiveness and Professional Development

- Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.
  - Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
  - Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
  - Solicit and utilize feedback to build and maintain interpersonal relationships.

#### 4. Ethics

- Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

#### 5. Diversity

##### *Competency 5a: Multicultural Skills*

- Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

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

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

##### *Competency 5c: Multicultural Knowledge*

- Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.