

Argosy University
COURSE SYLLABUS

PC6010 Spring 2010 (1/11/10-4/24/10)
Professionalization Group- Day Format
Mondays 1/11- 4/24 from 12:50 to 1:45 pm

Faculty Information

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Argosy 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.

Course description:

Required of all entering students, this course provides guidance for students in the Masters of Arts Counseling Psychology program and promotes an enhanced learning environment for all. Content includes introducing new students to Argosy University, balancing multiple professional and personal roles, onsite and online requirements and guidelines, professional development and presentation, resources to support learning, accessing professional literature, writing practice and support, and specific interests of students and instructor/guest lecturers. Methods include lecture, discussion, small-group formats, group process, writing assignments, and advisement.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Spring Session I (7.5 week courses): February 14, 2010

Spring Session II (7.5 week courses): April 7, 2010

Spring Full Term (15 week courses): March 20, 2010

Required Textbooks:

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

Recommended Textbook:

Bender, S. and Messner, E. (2003). *Becoming a therapist: What do I say, and why?* New York: The Guilford Press.

Argosy University Academic Catalog; Argosy University Student Handbook

Course Objectives:

- 1) Orientation to course of study at Argosy University as a practice towards becoming a mental health professional rather than a seeker of service.
- 2) Advisement to include school and departmental policies and guidelines that apply to onsite and online coursework.
- 3) Learn foundations of APA style for writing professional reports.
- 4) Identify areas of support needed as well as resources for that support. Support topics may include accessing professional literature online, writing methods for success, professional marketing, self-care, avoiding plagiarism, diversity issues, and practicum requirements.

Reading Schedule

Read Kottler text according to the following schedule:

Week 1: Chapter 1

Week 2: none

Week 3: Chapter 2

Week 4: Chapter 3

Week 5: Chapter 4

Week 6: none

Week 7: Chapter 5

Week 8: Chapter 6

Week 9: Chapter 7

Week 10: none

Week 11: Chapter 8

Week 12: Chapter 9

Week 13: none

Week 14: none

Handouts to be distributed in class

Assignment

MOCK APA Style Research Paper

Topic: Theme of your choice from Kottler text

Requirements:

- 1) Page 1: Cover page
- 2) Page 2: Support a stance with substantiation from Kottler. Include at least 2 paragraphs that paraphrase Kottler using 2 types of citations (in text and out of text). Do not use quotations.

- 3) Page 3: Reference page with 3 different references to include Kottler text, journal article, and chapter from book compiled by an editor(s).

Note: The references should be germane to the topic or stance you have chosen. For this assignment, it is NOT necessary to actually cite the references other than Kottler. Do NOT use computerized APA style guides.

First Draft submission: 1) By email (word doc) and 2) by hardcopy to class

Grading: This first draft will not be graded. However, failure to submit a first draft will result in a penalty towards grading your final draft. **Due date: February 8**

Final Draft submission: 1) By email (word doc) and 2) by hardcopy to class

The APA style evaluation of the final draft will be based on APA style requirements as defined by the “Bare Bones APA Made Easy” handout provided in class. **Due date: February 22**

Mock APA Style Paper Grading Criteria

Grade	Requirements
A = 90+ Credit	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89 Credit	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79 No Credit	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material
F = <70 No Credit	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

Rubric for Grading Papers:

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

Class Participation Evaluation Criteria

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals

Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.
Open to feedback	Demonstrates ability to reflect feedback; observes own defensive patterns; considers validity of feedback	Demonstrates some ability to reflect feedback; observes own defensive patterns when supported; considers validity of feedback	Demonstrates little ability to reflect feedback; minimally observes own defensive patterns; fails to consider validity of feedback	Demonstrates no ability to reflect feedback; does not observe own defensive patterns; rejects consideration of validity of feedback

Note: Member goals include onsite participation, attendance and punctuality, and timely submission of assignments.

Grading Criteria

Grades are Credit or No Credit. Class attendance at all sessions is mandatory. No credit results from one or more of the following:

- Missing more than four classes
- No credit on the written assignment
- Class participation grade below a B

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: 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 2: Theory

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

Competency 3: 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.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: 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.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: 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.

Program Outcome Five: Diversity**Competency 1: 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 2: Multicultural Awareness

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

Competency 3: 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.

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 1 semester

Contact Hours:

Credit Value: 1

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>. 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 view the tutorial 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, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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.