

Argosy University San Francisco Bay Area  
Department of Counseling Psychology  
M.A. Program in Counseling Psychology  
Syllabus  
Course Title  
Practicum I & Seminar  
Course Number *PC 6400, Section A*  
Fall Semester 2009

Instructor: Dr. Russell A. Chapman, Ph.D.

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Office Hours: Tuesdays 11 AM-12:30 PM and Mondays 12 AM-2 PM

**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:** Each practicum provides a supervised one-semester therapy training experience in an approved counseling site along with participation in a learning seminar. The course assists students in preparing for their Master of Arts in Counseling Psychology Competency Exam (MACPCE).

**Course Pre-requisites:** Students enrolled in this class must have successfully completed all first year classes earning a B- or better and with a 3.0 GPA or better. Student may either be concurrently enrolled in second-year classes or have completed second year classes. An approved Practicum Contract at an Approved Site and a completed BBS Supervisor Responsibility form must be approved by the Practicum Office by the deadline as noted in the Practicum Handbook.

**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 (indicated by bold type). Students may not withdraw from this course after the date 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.

**Fall Full Term (15 week courses): 11/14/09**

**Required Resources:**

MA Counseling Psychology Practicum Handbook (2009-2010), Master of Arts in Counseling Psychology, Argosy University, SFBA (online)

MA Counseling Psychology Competency Exam Handbook (2009-2010), Master of Arts in Counseling Psychology, Argosy University, SFBA (online)

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision:  
DSM-IV-TR

Publisher: American Psychiatric Association, 2000

ISBN: 0890420246 (hardcover) or 0890420254 (softcover)

Halbur, D.A. & Vess Halbur, K. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Pearson Education, Inc.: Boston. ISBN: 0205396771

### **Recommended Resources:**

Sweitzer, H. Frederick & King, Mary A. (2004). *The Successful Internship*, (Second Edition), Brooks/Cole - Thomson Learning, ISBN # 053455879

**Course length:** 14 Weeks **Contact Hours:** 15 Hours **Credit Value:** 3

### Program Outcomes/Learning Objectives:

#### **• 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.** Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

**Competency 3 – Writing.** Employ appropriate media and technology when presenting 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, translate research findings, and conduct research for improvement of counseling psychology services using statistics and 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

1. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
2. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
3. Solicit and utilize feedback to build and maintain interpersonal relationships.

**Competency 2 –** Participate in professional development activities in the

discipline of counseling psychology to reflect lifelong learning.

• **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, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities

• **Program Outcome Five: Diversity**

*Competency 1 Multicultural Skills* – Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

*Competency 2 Multicultural Awareness* – Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

*Competency 3 Multicultural Knowledge* – Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Course Policies

Students are required to complete a minimum of 150 hours of on-site training per semester in an approved practicum site, with 50 of those hours being direct work with clients. Students work at approved agencies 16-24 hours/week, each week of the semester. Students are concurrently enrolled in a seminar which meets monthly for a total of 15 hours. Seminars include student case presentations including written, oral, and taped sessions; instructor consultations & demonstrations; and class discussions.

Practicum Times and Dates:

Practicum 1 section “A” is offered from 2-5:30 PM. The practicum class dates are listed below:

September 11th  
October 16th  
November 13th  
December 11th

Course Requirements:

The requirements for practicum one are for student to present a client case, orally and written, every class meeting. These case presentations will be presented by the student from a presentation template provided by the professor. These templates are available to students via e-mail attachment, upon request. Students are also to submit an up-to-date revision of an example MACPCE one week before any respective class meeting. These dates and sections of the paper

to be turned in are listed below. The revision is to be e-mailed to the professor as an attachment at [ruchapman@argosy.edu](mailto:ruchapman@argosy.edu).

**October 9<sup>th</sup>: (Identifying Information, Behavioral Observations, Presenting Complaints & Precipitating Factors and History of the Problem)**

**November 6<sup>th</sup>: (Psychosocial History, Theoretical Orientation, Case Formulation, & DSM IV-TR Diagnosis)**

**December 4<sup>th</sup>: (Treatment Plan, Course of Therapy, & Self-Critique)**

### The Class Meeting Routine:

We as cal class will go through the below routine in all class sessions.

1. Q and A between Students and Professor.
2. Students will give a 5-10 minute update on her/his site and then a 5 minute up-date on her/his chosen client. After each individual student presents the professor will ask the student questions regarding her/his case or client.
3. Discussion on the requirements for next session's written portion of an example MACPCE.
4. Q and A between Students and Professor.

### Attendance:

Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except for emergency reasons, and will be given assignments at the discretion of the instructor to make up for ANY missed session.. Students are expected to be responsible and professional about being prompt.

### Case Presentations & Student Class Papers:

Each class session as assigned above, students will present case presentations based on therapy sessions with an actual client in their practicum. Students will forward a written case presentation to the instructor and classmates via email, at least 1 week prior to their oral presentation. Students must also be prepared to play 10 minutes of an audio or video tape of a session, with an accompanying transcript. In the seminar, students will provide a 3-5 minute update of the case if any is needed, and then play the tape. The remainder of the presentation time will be spent receiving and responding to feedback and consultation from the class, and instruction from the seminar leader.

### Hours Logs:

Written documentation of practicum hours must be maintained weekly for review at any point in the semester, and for reporting on semester evaluations.

### Class Participation Evaluation Criteria:

Note: Member goals include timely attendance and consistent attention to and interaction in class activities, and providing appropriate feedback to fellow students..

### Grading Criteria:

This course is a *Credit/No Credit* course. Most of the evaluation for this course will be qualitative in nature. Grades are based 60% on performance at your practicum site and 40% on performance in practicum seminar. Specifically, participation in seminar, effort demonstrated on assignments, and timeliness of assignments are evaluated by Seminar university instructors based on the criteria listed below. Supervisor Evaluations and Number of Hours Completed are the primary measures for practicum site performance. A student will receive *No Credit* if any of the following apply: 1) supervisor evaluations consistently rate a student below average, or identify serious concerns regarding student performance, or; 2) recorded hours below the required minimum indicated in the Practicum Handbook.

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

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.