

**Argosy University**  
**COURSE SYLLABUS**

*PC6521*

*Research and Program Evaluation*

*Spring: 1/11/10-4/24/10*

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**Faculty Information**

**Faculty Name:** Bonnie Macbride

**Campus:** Argosy University San Francisco Bay Area

**Contact Information:**

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Feel free to contact me by email or phone at any time.

**Office Hours:**

By appointment

**Short Faculty Bio:**

My private practice in Berkeley and my teaching in the MACP program at Argosy draw primarily from Emotionally Focused Therapy (EFT) and Systems Centered Therapy (SCT) with a particular emphasis on attachment and attunement at multiple levels including social/cultural domains. Both EFT and SCT emphasize the importance of combining academic and practitioner research to arrive at effective theory and method.

**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:**

This course provides 1) a broad understanding of what works in therapeutic contexts as evidenced by research and 2) skills in accessing, evaluating, and synthesizing research literature as well as documenting sources. Content includes empirical research of theoretical frameworks; common factors for therapeutic change including extra-therapeutic change, the therapeutic relationship, expectancy, and therapeutic technique; how change happens as evidenced by research; exploration of contradictions and controversies concerning therapeutic efficacy; discernment between qualitative and quantitative research; searching for

literature using the Psych Info database and the onsite library resources; taking notes and avoiding unintentional plagiarism; evaluating and interpreting research literature including statistical analysis; writing organized and cohesive research papers; citing sources using American Psychological Association guidelines

**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:**

Duncan, B., Miller, S., Wampold, B. and Hubble, M. (Eds.) (2009). *The heart and soul of change: Delivering what works in therapy*. Washington, D.C.: American Psychological Association. ISBN-10: 1433807092

Pan, M. (2008). *Preparing literature reviews: qualitative and quantitative approaches*. Glendale, CA: Pyrczak Publishing ISBN 978-1884585760

**Recommended Textbooks:**

Tavris, C. and Wade, C. (2001). *Psychology in Perspective*. Upper Saddle River, New Jersey: Prentice-Hall, Inc. ISBN 0-13-028326-6

This text provides an excellent depth of psychological concepts in an easy to read and engaging manner. It gives underlying principles to help you understand the major psychological perspectives, i.e., biological, behavioral, cognitive, socio-cultural, and psychodynamic perspectives.

Lebow, J. (2006). *Research for the psychotherapist: From science to practice*. New York: Routledge.

“Historically, science and practice have unfortunately largely occupied different worlds within the mental health fields.” The author of this text attempts to bridge the gap between research and practice.

**Course Objectives:**

As a result of this course, students will demonstrate the following:

- 1) Ability to identify common factors in change in therapy
- 2) Ability to identify controversies in therapeutic evaluation
- 3) Ability to distinguish between qualitative and quantitative reviews

- 4) Ability to search for literature, refine a topic, and retrieve and evaluate information from the web
- 5) Ability to take notes and avoid unintentional plagiarism
- 6) Ability to evaluate and interpret research literature, including statistical analysis
- 7) Ability to write organized and cohesive research papers
- 8) Ability to cite references using APA guidelines
- 9) Ability to conduct practitioner research in order to monitor progress of clients and improve counseling services
- 10) Ability to access and evaluate literature on the effects of counseling/therapy on children, adolescents, illness, death, and the aging.
- 11) Ability to access and evaluate literature on diversity issues in counseling/therapy.

### **Assignment Description and Dates Due**

1. Read the Duncan text, the Pan text, the selected reading from Tavis and Wade (emailed by instructor during the first week of class), and other readings according to the Reading Schedule (see below).
2. Post onto the discussion board **at least twice weekly** according to instructions detailed in the announcements (also see below).
3. Complete the **Pan Guidelines** assignment that requires you to summarize specified guidelines from the Pan text.

#### Overview:

The Pan text offers concise tips for preparing a literature review. Many students have expressed how this text is a “keeper”, particularly for future research papers and preliminary work towards a dissertation. In this class, a major goal is for you to write a research paper that contains many elements of this more formal literature review. The assigned reading from the Pan text is designed to assist you in writing any research paper with confidence and credibility.

Many of the guidelines suggested in Pan are NOT required for successful completion of the research paper for this class. So, it is recommended that you read the text according to the reading schedule with attention to the 56 selected guidelines or steps (see below). The written Pan Guidelines Assignment requires you to summarize, in your own words, each of the specified guidelines (56 total).

#### Instructions:

Type the guideline as stated in Pan. Then paraphrase with your own words. For this assignment, it is not necessary to edit your summary for professional writing. In other words, it's fine to use a conversational tone that includes idioms common to oral speech. Also, refrain from APA style citing and referencing.

Example:

Guideline 2.1: *Consider the audience's expectations and/or requirements.*

It is important to understand the guidelines set out by the instructor of the class. It is also important to narrow the topic in a way that it can be done within the maximum number of pages specified.

**Pan Guidelines Batch #1 due March 7 by email.**

2.1, 2.2, 2.9, 2.10, 2.11

3.1, 3.4, 3.6

4.1, 4.2, 4.10, concluding comments

5.1, 5.2, 5.3, 5.4, 5.9, 5.10

6.8, 6.11, 6.12, 6.13

7.2

**Pan Guidelines Batch #2 due April 11 by email.**

8.2, 8.3, 8.5, 8.10, 8.15, 8.16

9.7

12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.9, 12.10, 12.11, 12.12, 12.13

13.1, 13.3, 13.4, 13.5, 13.6

14.1, 14.2, 14.3, 14.4, 14.6, 14.7, 14.8, 14.11, 14.12

4. Complete a **Research Paper** that explores your personal philosophy of “what works in therapy” with supporting evidence from research and program evaluation in the field. You are required to cite the Duncan text in writing this paper.

The Research Paper requires you to demonstrate your ability to

- Present your position clearly and concisely with substantiation from research findings and synthesis of literature
- Use American Psychological Association writing style that includes standards for organization, grammar, and citing of references
- Conduct a literature review online

When submitting the final research project, include the following:

- Research Paper: 6-8 pages, maximum 2500 words, typed, double-spaced; APA style including references (minimum of four research articles/books within last 5 years, if available, in addition to Duncan text); APA style

Sample research paper

Prepare a sample of your research paper using APA style criteria consisting of 1) a cover page, 2) an introduction that includes a clear thesis and significance for the selection of this thesis, 3) two paragraphs that a) present your position clearly and concisely with substantiation from research findings and synthesis of literature, and b) cite using APA style criteria, and 3) references used for the research paper (including the Duncan text). The purpose of the sample is to receive feedback before submitting the final version of your research paper. **The sample of your research paper is due March 21.**

From the feedback of your sample research paper, make corrections before submitting the final research project.

**The Research Paper is due April 18.**

### 5. Class Participation

Complete a self-evaluation of your Class Participation using the Class Participation criteria below. Cut and paste the Class Participation criteria; then italicize or highlight the boxes that you assess match your class participation.

**Your self-evaluation of Class Participation is due April 18.**

### Reading Schedule

Week		Duncan	Online or attachments	Pan	Written Assignments
1	1/11-1/17	Preface Ch 1	Tavris Wade	Ch 1	
2	1/18-1/24	Ch 2		Ch 2, Model Review 1	
3	1/25-1/31	Ch 3		Ch 3	
4	2/1-2/7	Ch 4		Ch 4, Appendix A	
5	2/8-2/14	Ch 5		Ch 5	
6	2/15-2/21	Ch 6		Ch 6	
7	2/22-2/28	Ch 7		Ch 7	
8	3/1-3/7		APA style		Pan #1 due 3/7
9	3/8-3/14		APA style		
10	3/15-3/21	Ch 8		Ch 8	Sample due 3/21
11	3/22-3/28	Ch 11			
12	3/29-4/4			Ch 12	
13	4/5-4/11	Ch 14		Ch 13 & 14	Pan #2 due 4/11
14	4/12-4/18			Model Review 2 or 3	Research paper due 4/18
15	4/19-4/24				Self evaluation of class participation due 4/18

### Grading Criteria

Online participation is mandatory. **Missing 4 weeks online results in automatic failure of the class.** Online posts must be completed by due date (first post at least by Friday and second post by Sunday 12:00 midnight Pacific Time) to receive any credit. Written assignments must be emailed by due dates (Sunday 12:00 midnight) to receive full credit.

Grades are determined by:

- 1) Class participation including self-evaluation: 40%
- 2) Pan Guidelines: 10%
- 3) Research Project: 50%

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

**Rubric for Grading Papers:**

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> AND <ul style="list-style-type: none"> <li>• in appropriate APA format</li> </ul> AND <ul style="list-style-type: none"> <li>• provides <b>excellent</b> coverage of material</li> </ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> BUT <ul style="list-style-type: none"> <li>• is missing one component of APA format</li> </ul> OR <ul style="list-style-type: none"> <li>• coverage of material is <b>adequate</b></li> </ul>

C = 70 – 79	<p>Paper has</p> <ul style="list-style-type: none"> <li>• <b>poor</b> grammar/writing skills present</li> </ul> <p>OR (one or more of the following)</p> <ul style="list-style-type: none"> <li>• APA format is <b>inadequate</b></li> <li>• Insufficient number of references provided</li> <li>• <b>limited</b> coverage of material</li> </ul>
F = <70	<p>Paper is (one or more of the following)</p> <ul style="list-style-type: none"> <li>• disorganized</li> <li>• coverage is not adequate</li> <li>• does not conform to APA format</li> <li>• there is evidence of <b>plagiarism</b></li> <li>• paper not submitted</li> </ul>

### Class Participation Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
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 (including active onsite/online attendance/participation and timely submission of assignments). Consistently posting the first online assignment at about midweek.	Works toward shared goals in a mostly cooperative manner; at times with compliance or defiance; some missing participation/attendance either onsite or online; Occasionally posting the first online assignment at about midweek.	Works toward shared goals mostly with compliance and defiance; missing participation/attendance either onsite or online; Posting both online assignments on Sunday night at midnight.	Not cooperative in working toward shared goals; misses one day of onsite class
Creating climate of trust and openness	Uses active listening and responding skills which are highly	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally	Uses active listening and responding skills which are destructively

	facilitative.		facilitative.	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.
Discussion board content	Concise; provide facts & assertions from text; clearly convey information; opinions supported by text or from personal/professional experience. Joining and building upon classmate's posts or counter-opinions supported by facts. Posts mostly free of grammatical errors.	One or two of the following: Lacking in specificity; opinions not supported by references to text and/or personal/professional experience; not joining and building upon classmate's contributions; counter-opinions not supported by facts; grammatical errors; missing posts	Several or many of the following: Lacking in specificity; opinions not supported by references to text and/or personal/professional experience; not joining and building upon classmate's contributions; counter-opinions not supported by facts; many grammatical errors; missing posts	Missing many posts.
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

## **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.

## Grading Scale

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

## 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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.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**

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.