

**Argosy University**  
**COURSE SYLLABUS (DRAFT)**

*PC6521*

*Research and Program Evaluation*

*Summer: 5/5/08 – 8/16/08*

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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 work draws primarily from extensive training in Emotionally Focused Therapy and Systems Centered Therapy. I have recently completed a dissertation entitled *Teaching Social and Cultural Foundations in Counseling Psychology: A Synthesis of Social Justice in Education and Systems Centered Therapy*. Additionally, I have a private practice in Berkeley working with couples, individuals, and groups.

**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 (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.

Summer Session I (7.5 week courses): June 6, 2008

Summer Session II (7.5 week courses): July 3, 2008

Summer Full Term (15 week courses): July 14, 2008

**Required Textbooks:**

Hubble, M., Duncan, B., and Miller, S. (1999). *The heart and soul of change: what works in therapy*. Washington, D.C.: American Psychological Association

ISBN 1-55798-557-X

Pan, M. (2004). *Preparing literature reviews: qualitative and quantitative approaches*.

Glendale, CA: Pycszak Publishing

ISBN 1-884585-56-6

**Recommended Textbooks:**

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

ISBN 0-13-028326-6

Selected pages from chapters 1 and 2 of this text will be offered online. To supplement these pages, it is recommended that you read chapters 1 and 2 in their entirety.

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**

*Note: Refer to the Reading and Exercise Completion Schedule below*

1. Read the Hubble text, the Pan text, and the reader (Tavris and Wade) according to the Reading and Exercise Completion Schedule.
2. Post onto the discussion board at least twice weekly according to instructions. It is your responsibility to look for these instructions in emails received from the instructor and online discussion requests for responses.
3. Complete the assigned Pan exercises according to the Reading and Exercise completion Schedule. Submit your Pan exercises by email in two batches: Pan #1 (Ch 1-7) is **due 6/29**. Pan #2 (Ch 15, 8-10, 13) is **due 8/3**.
4. Complete a **Research Project** 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 Hubble text in writing this paper.

The Research Project requires you to demonstrate your ability to

- Present your position clearly and concisely with substantiation from research findings and synthesis of literature
- Distinguish between fact and opinion; support opinions with facts that are cited from the literature
- Use American Psychological Association writing style that includes standards for organization, grammar, and citing of references
- Conduct a literature review online
- Access onsite library resources by visiting in person a library with graduate level psychological references

Include the following sections:

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

- Research Notes compiled from each research article/book with page numbers listed
- Library Visit Notes (library you visited; name of psychology database available; articles or books accessed; resources you used for your report)  
Note: library must have access to psychology database and have graduate level psychological literature
- Research paper criteria with self-evaluation highlighted in italics

Prepare a sample of your research paper consisting of 1) one paragraph of your research paper using APA style and 2) the references used for the research paper in APA style. The purpose of the sample is to practice the use of APA style so that your final research paper will be free citing reference errors. **The sample of your research paper is due 7/20**

Compile all sections of your Research Project into one attachment.  
**The Research Project is due 8/10.**

### Reading and Exercise Completion Schedule

| Week | Date      | Hubble          | Online (search or attachments) | Pan                                | Pan exercises        |
|------|-----------|-----------------|--------------------------------|------------------------------------|----------------------|
| 1    | 5/5-5/11  | Preface<br>Ch 1 | Tavris and Wade                | Ch 1                               |                      |
| 2    | 5/12-5/18 | Ch 2            | Tavris and Wade                | Appendix B;<br>Mod Lit<br>Review 1 | Ch 1: p 8/1, 2, 8    |
| 3    | 5/19-5/25 | Ch 3            |                                | Ch 2                               | Ch 2: p 19/ 5, 6     |
| 4    | 5/26-6/1  | Ch 4            |                                | Ch 3                               | Ch 3: p 32/ 2, 5, 6  |
| 5    | 6/2-6/8   | Ch 5            |                                | Ch 4                               | Ch 4: p 42/ 1, 8     |
| 6    | 6/9-6/15  | Ch 6            |                                | Ch 5                               | Ch 5: p 57/ 2, 5, 6  |
| 7    | 6/16-6/22 | Ch 7            |                                | Ch 6                               | Ch 6: p 63/ 1, 7     |
| 8    | 6/23-6/29 |                 | APA guidelines                 | Ch 7                               | Ch 7: p 75/ 2, 3, 7  |
| 9    | 6/30-7/6  |                 | APA guidelines                 | Ch 15                              | Ch 15: p 154/ 1-11   |
| 10   | 7/7-7/13  | Ch 8            |                                | Ch 8                               | Ch 8: p 88/ 1, 9     |
| 11   | 7/14-7/20 | Ch 11           |                                | Ch 9                               | Ch 9: p 100/ 11,12   |
| 12   | 7/21-7/27 |                 |                                | Ch 10                              | Ch 10: p 111/1, 4, 7 |
| 13   | 7/28-8/3  | Ch 14           |                                | Ch 13                              | Ch 13: p 143/3, 10   |
| 14   | 8/4-8/10  |                 |                                |                                    |                      |
| 15   | 8/11-8/16 |                 |                                |                                    |                      |

### Grading Criteria

Online participation is mandatory. Email assignments must be submitted by due date (Sundays 12:00 midnight Pacific Time) to receive full credit. Weekly online assignments posted after the due date will receive no credit.

Grades are determined by:

- 1) Class participation including self-evaluation: 30%
- 2) Pan exercises: 20%
- 3) Research Project: 50%

### Research Project Criteria for Evaluation

| Criteria             | Distinguished Category (A)   | Commendable Category (B)  | Average Category (C)   | Failed Category (F)  |
|----------------------|--|---|--|--|
| Introduction         | Overview, significance, topic, and organization well identified  | Overview, significance, topic, and organization adequately identified.  | Overview, significance, topic, and organization somewhat identified.   | Overview, significance, topic, organization not identified.  |
| Body and Conclusions | Articulates position in a well-arranged manner; discernment between facts and opinions; opinions supported by facts; synthesis of research; free of writing errors and redundancy; mostly active rather than passive voice; full use of transitional terms | Articulates position; mostly discerns between opinions and facts, some synthesis of research; little or no editing required; slight repetition of words and/or ideas; some active voice; some use of transitional terms | Writing not arranged logically; little discernment of facts and opinions; minimal synthesis of research; spelling, punctuation, and grammatical errors; mostly passive voice; little or no use of transitional terms | Writing lacks semblance of logical organization. Spelling, punctuation, grammatical errors distract or impair readability. |
| References           | Correct application of APA guidelines  | Mostly correct application of APA guidelines  | Mostly incorrect application of APA guidelines   | Little or no application of APA guidelines   |
| Research Notes       | Notes from 4 research references with page numbers   | Notes from 4 research references  | Notes from less than 4 research references   | No research reference notes  |

|   |  |   |   |   |
|---|--|---|---|---|
|   | specified  |   |   |   |
| Library Visit Questions                   | Complete and detailed notes of library visit     | Mostly complete and detailed responses to library visit | Missing details to responses to library visit | Little or no responses to library visit |
| Research Project Criteria Self-evaluation | Research Project Criteria highlighted in italics |   |   | Research Project Criteria not submitted |

### Class Participation

Complete a self-evaluation of your Class Participation using the criteria below.  
Your self-evaluation of Class Participation is **DUE 8/10**.

### 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  | Uses active listening and responding  | Uses active listening and responding  | Uses active listening and responding   |

|                          | skills which are highly facilitative.   | skills which are facilitative.  | skills which are minimally facilitative.  | 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.   |
| 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, 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.