

Argosy University

COURSE SYLLABUS

PC 6401B

Practicum II & Seminar

Friday: 5/11, 6/8, 7/13, 8/3 6:00 – 9:30 pm

Faculty Information

Faculty Name: Ariana Heller, MA, MAEd
Campus: San Francisco Bay Area
Contact Information: aheller@argosyu.edu, 510-837-3775
Office Hours: Monday- Thursdays and Saturdays once a month.
Short Faculty Bio: I bring a broad and practical approach to teaching that integrates six years of clinical experience working with clients and working with graduate students. I work psychodynamically and systemically with clients paying special attention to issues of culture and power.

Course description:

Each practicum provides a supervised one-semester therapy training experience in an approved counseling site. The course assists students in preparing for their Master of Arts Counseling Competency Exam (MACCE).

Course Pre-requisites:

Students enrolled in this class must have successfully completed **Practicum I, and either be concurrently enrolled in second-year classes or have completed second year classes**. Each student must have an approved Practicum Contract on file. Each student is expected to have basic writing skills and a familiarity with APA style of writing. Each student is expected to exhibit the emotional maturity required for practicum and be able to participate in self-reflection and self-evaluation

Required Textbook:

Sweitzer, H. Frederick & King, Mary A. (2004). *The Successful Internship*, (Second Edition), Brooks/Cole - Thomson Learning, ISBN # 0534558798.

Counseling Competency Exam Handbook (2006-2007), Master of Arts in Counseling Psychology Program, Argosy University, SFBA, *To be distributed by the Instructor.*

Course length: 14 Weeks

Contact Hours: 15 Hours

Credit Value: 3

Program Outcomes: This course supports the accomplishment of program outcomes 1.1,1.2,1.3.1.4; 3.1, 3.2,3.3; 4.1; 5.1, 5.2 and 5.3.

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

1. Ability to successfully apply counseling skills in "real" face-to-face situations.
2. Ability to accept and benefit from supervision.
3. Ability to evaluate one's own counseling skills and the skill of peers under supervision.
4. Ability to assess client needs and form a diagnosis based on available information, and to describe the information needed for a differential diagnosis.
5. Ability to recognize his/her own biases which may affect clinical practice, and to minimize possible negative impact of her/his biases on the client.
6. Ability to distinguish human diversity from psychopathology, and to critically evaluate his/her own reactions to various human diversities (e.g. age, gender, race, culture, etc.).
7. Ability to judge when ethical and/or legal issues are present in a clinical case, and to employ high ethical standards in all client contacts'
8. Ability to use empathy, integrity, sensitivity, and compassion in his/her counseling practice by interacting with clients in a manner congruent with these goals
9. Ability to apply a theoretical orientation to one's clinical work with a client, and implement treatment strategies from a specific theoretical orientation to clinical caseload.

Methods of Instruction

Students are required to complete a minimum of 175 hours of on-site training per semester in an approved practicum site, with 60 of those hours being direct work with clients. Students work at approved agencies 12-20 hours/week, each week of the semester. Students are concurrently enrolled in a seminar which meets monthly. Seminars include student case presentations; instructor consultations & demonstrations; and class discussions. While you will receive feedback on your assignments, the purpose of the seminar is to provide an environment for you to learn from each other as well as from the instructor and to deepen your process as a clinician.

Assignment Table

Class	Topics	Readings	Assignments
May	Taking Stock and Facing Reality: Disillusionment Stage Case Conceptualization	Chap 10	Reflection Journal Due 1 week before
June	Breaking Through Barriers <i>MACCE Presentations</i>	Chap. 11	Reflection Journal Due 1 week before
July	Riding High: Competence Stage <i>MACCE Presentations</i>	Chap. 12	Reflection Journal Due 1 week before
August	Traveling the Last Mile <i>MACCE Presentations</i>	Chap. 14	Reflection Journal Due 1 week before

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. Site 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) site supervisor evaluations which consistently rate a student below average, or identify serious concerns regarding student performance; 2) recorded hours below the required minimum indicated in the Practicum Handbook; 3) Failure of the MACCE.

Student Performance Evaluation and Criteria

I. Class Participation:

- **Attendance.** Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except for emergency reasons. Students are expected to be responsible and professional about being prompt. **Attendance is mandatory during all periods that trainees are in placements.**
- **Reading & Discussion.** Read the assigned chapters per class session. This book was selected to assist in your growth and development as a counselor. Topics will be discussed in class, so you will be expected to have reflected upon the content and applied it to yourself and your situation.
- **Reflection Journaling.** Prior to each class you should turn into your instructor at least 2 typed pages of reflections on your practicum experience for the previous month. While the form of the journaling is unstructured, you are expected to reflect upon on how your practicum experience is influencing your growth in knowledge, skills, personal growth and career development. If you do not know what to write about, the suggestions on pages 11-12 of your book under “Unstructured Journals” might be starting points for reflection. Journals will be shared only with the instructor. Reflections are due *by email* to instructor one week before the date the class meets according to the schedule above.

- II. MACCE Presentations.** Students who have not successfully completed their MACCE will do so in this practicum. Each student will present a full MACCE Case Presentation, tape and paper. Case presentations must include: Identifying Information, Relevant Behavioral Observations, Presenting Complaints, Precipitating Factors and History of the Problem, Relevant Psychosocial History, Theoretical Orientation, Case Formulation, DSM-IV Diagnosis, Treatment Plan, Course of Therapy & Client Response, Self-Critique: Transference/Countertransference
- ***See MACCE Handbook for required details.***
 - Written case presentations are **due by email to instructor 2 weeks before oral case presentation date.**
 - A Sample Case Presentation is in the MACCE Handbook. Others may be provided in class.

III. 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

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.

Note: Member goals include timely submission assignments, providing feedback to fellow students, and completed exercises from readings.

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 [75http://library.argosyu.edu](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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.