

# Argosy University

## COURSE SYLLABUS

PC 6401

Saturdays 9/15, 10/13, 11/10 and 12/8 1:30-5pm

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### Faculty Information

Faculty Name: **Christine Mayerchak, PsyD**

Campus: San Francisco Bay Area

Contact Information: **mindfix2006@yahoo.com**

Office Hours: **By Appointment only**

### 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 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.**

### Required Textbook:

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

### Recommended Textbook:

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

**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

- 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.

**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 175 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 15-20 hours/week, each week of the semester. Students are concurrently enrolled in a seminar which meets either weekly or monthly for a total of 15 hours. Seminars include student case presentations including taped sessions; instructor consultations & demonstrations; and class discussions.

### **Assignment Table**

<b>Class</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
Sept 15	Taking Stock and Facing Reality: Disillusionment Stage Case Conceptualization	Chap 10	Reflection Journal Due 1 week before
Oct 13	Breaking Through Barriers <i>MACCE Presentations</i>	Chap. 11	Reflection Journal Due 1 week before
Nov 10	Riding High: Competence Stage <i>MACCE Presentations</i>	Chap. 12	Reflection Journal Due 1 week before
Dec 8	Traveling the Last Mile <i>MACCE Presentations</i>	Chap. 14	Reflection Journal Due 1 week before

**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.

**Reading & Discussion.** 1) The recommended textbook was selected to assist in your understanding and managing the various processes you will experience in practicum, and to guide you in maintaining awareness of your growth and development as a counselor. It is a supplement to your on-site experience and may be referred to in class discussions.

**Reflection Journaling.** Prior to each class you should email 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 the Sweitzer 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. Case Presentations.** 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.**

**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..

<b>Criteria</b>	<b>Distinguished Category</b>	<b>Commendable Category</b>	<b>Average Category</b>	<b>Failed Category</b>
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.

### **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, or 3) Failure of the MACCE.

## **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.