Argosy University
COURSE SYLLABUS
PC6521
Research and Program Evaluation
Summer I: 5/7/07 – 8/18/07

Faculty Information

    Faculty Name: Bonnie Macbride

    Campus: Argosy University San Francisco Bay Area

    Contact Information:

        Bonnie Macbride, MFT

        2433 Carleton Suite C

        Berkeley, CA 94704

        510 610-9807

        bmacbride@comcast.net

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

    Office Hours:

        Mondays 10am – 12noon

        By appointment

    Short Faculty Bio:

        My work draws primarily from extensive training in Emotionally Focused Therapy, Systems Centered Therapy, and somatic-based approaches. I am currently working on a dissertation towards completion of an EdD at Argosy University entitled *An Application of Systems Centered Training to Social Justice Theory: A Case Study of a Graduate Course in Social and Cultural Foundations in Counseling Psychology*. 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

Course Pre-requisites:
    None

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: Pyrczak Publishing   ISBN 1-884585-56-6

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)
Course length: 7.5 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0
Program Outcomes:
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.

Assignments:

The assignment table below summarizes all assignments for the course.

Assignment Table

Week	Date	Hubble Post before Sun end of	Pan	Pan exercises Complete exercises with this suggested	Due by email Sun end of week midnight

		week midnight		pacing guide	
1	5/8 – 5/14	Ch 1, 2	Ch 1	Ch 1: p 8/1, 2, 8	
2	5/15 – 5/21	Ch 3	Appendix B; Mod Lit Review 1		
3	5/22 – 5/28	Ch 3 (cont)	Ch 2	Ch 2: p 19/ 5, 6	
4	5/29 – 6/4	Ch 4	Ch 3	Ch 3: p 32/ 2, 5, 6	
5	6/5 – 6/11	Ch 5	Ch 4	Ch 4: p 42/ 1, 8	
6	6/12 – 6/18	Ch 6	Ch 5	Ch 5: p 57/ 2, 5, 6	
7	6/19 – 6/25	Ch 7	Ch 6	Ch 6: p 63/ 1, 7	
8	6/26 – 7/2	Ch 7 (cont)	Ch 7	Ch 7: p 75/ 2, 3, 7	Pan #1 (Ch 1-7) **July 2**
9	7/3 – 7/9	Ch 8	Ch 15	Ch 15: p 154/ 1-11	
10	7/10 – 7/16	Ch 8 (cont)	Ch 8	Ch 8: p 88/ 1, 9	
11	7/17 – 7/23	Ch 11	Ch 9	Ch 9: p 100/ 11,12	Sample of Research Paper (APA Style) **July 23**
12	7/24 – 7/30	Ch 11 (cont)	Ch 10	Ch 10: p 111/1, 4, 7	
13	7/31 – 8/6	Ch 14	Ch 13	Ch 13: p 143/3, 10	Pan #2 (Ch 15, 8- 10, 13) **Aug 6**
14	8/7 – 8/13	Post SDSDLC entire course			Research Paper **Aug13**
					Class Participation Self-evaluation **Aug13**

Grading Criteria

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

Grades are determined by:

1) Class participation (online Hubble posting): 30%
2) Pan exercises: 20%
3) Research Paper: 50%

Assignment Description and Dates Due

Note: Refer to the **Assignment Table** above.

1. Read the Hubble text. Required posting onto the discussion board will be given at the beginning of class.
2. Read the Pan text. It is recommended that you complete the Pan text exercises according to the **Assignment Table** (column 5)**.** Submit your Pan exercises by email in two batches: Pan #1 (Ch 1-7) is **due July 2**. Pan #2 (Ch 15, 8-10, 13) is **due Aug 6**.

3. Complete a **Research Project** that summarizes your personal philosophy of "what works in therapy" with supporting evidence from research 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 a library in person

   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 of errors. **The sample of your research paper is due July 23.**

Compile all sections of your Research Project into one attachment.
The Research Project is due Aug 13.

Research Project Criteria for Evaluation

Criteria	Distinguished	Commendable	Average	Failed

	Category (A)	Category (B)	Category (C)	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 3 research references with page numbers specified	Notes from 3 research references	Notes from less than 3 research references	No research reference notes
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 August 13**

Class Participation Evaluation Criteria (30 Points)

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).	Works toward shared goals in a mostly cooperative manner; at times with compliance or defiance; some missing participation/ attendance either onsite or online	Works toward shared goals mostly with compliance and defiance; missing participation/ attendance either onsite or online	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 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.
Discussion board content	Concise; provide assertions from text; clearly convey Information;	One or two of the following: Lacking in specificity; opinions not supported by	Several or many of the following: Lacking in specificity; opinions not	Missing many posts.

	opinions supported by text or from personal/ professional experience. Joining and building upon classmate's posts or counter-opinions supported by facts. Posts free of grammatical errors.	references to text and/or personal/ professional experience; not joining and building upon classmate's contributions; not specifying which category used; dissatisfactions not followed by next steps; counter-opinions not supported by facts; grammatical errors; missing posts	supported by references to text and/or personal/ professional experience; not joining and building upon classmate's contributions; not specifying which category used; dissatisfactions not followed by next steps; counter-opinions not supported by facts; grammatical errors; missing posts	

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	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, 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.