



Course Title: Counseling Psychology: Theories, Research and Practice

Course Number: Psyc 432 Sec 0201

Term: Fall 2021

Credits: 3 credits

Course Dates: From Aug 30, 2021 - Dec 13, 2021

Course Format: Blended Learning

Course Times:

In-person: Mon & Wed (4:00pm - 4:50pm)

Asynchronous: Friday activities & assignments

Professor: Dr. Joann Prosser

Pronouns: she/her

Office Phone: 301-314-1852

Instructor Email: jprosser@umd.edu

Office Hours: by appointment

Classroom: Edward St. Johns (ESJ) Rm 2204

Primary course email psyc432-sec201@umd.edu (email forwards to the entire instructional team)

- Do NOT use psyc432@umd.edu this is for the other section!
- Do NOT use the CANVAS/ELMS messaging system to communicate with us
- Feel free to contact the instructor or graduate TA directly regarding confidential issues
- Anonymous feedback can be provided through this [Google Form](#)

Instructional Team:

Graduate TA: Katie Rim

Pronouns: she/her

Email: katierim@umd.edu

Virtual office hours: Tuesdays

4-4:50pm ([zoom link](#))

Undergrad TA: Maggie Brooks

Pronouns: they/them/ze/hir (any)

Virtual office hour: Thursdays,

2-3pm ([zoom link](#))

Undergrad TA: Grace McCormick

Pronouns: she/her

Virtual office hour: Thursdays,

2-3pm ([zoom link](#))

Course description:

This course will present an introduction to the field of counseling psychology, including research, theory, treatment modalities, current trends, and professional issues. The course uses a blended learning design, with engagement activities on Mondays and Wednesdays, and asynchronous work on Fridays. Thus, readings and preparation assignments must be completed before class so that you are prepared for active, in-person participation. We have built in flexibility, due to COVID-19 concerns in case students need to miss a class and/or assignments. Remember, communication with us is key to your success. All Friday Assignments are due at 11:59 pm.

Required materials: No textbook is needed for this course. All readings are either available via ELMS or online.

Course objectives:

At the completion of this course, students will be able to:

1. Describe the field of Counseling Psychology, including core values, training, major roles, and career paths; and distinguish between Counseling Psychology and other therapy-oriented disciplines
2. Analyze case studies using the five therapeutic paradigms of psychodynamic, cognitive behavioral, existential-humanistic, feminist/multicultural, and social justice approaches
3. Evaluate major approaches to psychotherapy from a multicultural perspective
4. Develop a case conceptualization and treatment plan for a fictional psychotherapy client, applying specific therapeutic paradigm(s), identity and career development theories, and a multicultural perspective
5. Synthesize psychological theory and research findings from multiple perspectives, and apply learning and counseling psychology concepts to current social problems
6. Perform relevant counseling psychology skills, including self awareness of personal identities and biases, identification of personal strengths, and mindfulness exercises

CLASS STRUCTURE (blended learning)

In class meetings: We will meet in class on Mondays and Wednesdays from 4:00 pm to 4:50 pm, as listed on the course schedule. You have selected this blended learning course, and we are committed to creating an active and engaging learning environment, especially during in-class meeting times. Active involvement in this class is crucial to optimal learning. In this course, a variety of methods will be used to stimulate thinking about the subject matter, including: online discussions and activities, films, guest speakers, readings, and in-class discussions. Everything we do in this class will be interactive.

So, it is expected that students will:

- complete the assigned readings and assignments PRIOR to coming to class
- come to class with comments and questions, and be ready to respond to questions posed by the instructors or other students
- think critically about each of the topics presented in class and apply knowledge to case examples

The expression of diverse viewpoints is highly valued in this class. As your instruction team, we will strive to create a mutually respectful environment in which it is safe to express multiple perspectives, and students are expected to help and participate in this effort.

Given COVID-19 concerns, if you are feeling sick do NOT come to class. Instead, in a timely manner send an email to the primary course email account and attach the [Class Excuse Self-Signed Note](#). Contact the [Health Center](#) as needed. Use the Heal Line <https://health.umd.edu/HEAL> if you have COVID-related questions . If you will be absent for more than one class, contact the graduate TA or professor - early communication is key to ensuring that you do not get behind.

In-person classes and masks: It is essential that we work together to keep the Terp community safe. President Pines provided [clear expectations](#) to the University about the wearing of masks for unvaccinated students. As of the start of the semester, we have an indoor mask requirement in class (see the Current Status section of the [4Maryland website](#) for updated requirements). Face coverings over the nose and mouth are required while you are indoors in class at all times. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. Students who

have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials. Given the relatively short in-person class time, eating is not permitted within the classroom. Students must replace their mask after drinking. These measures are critical to keep the Maryland community safe, especially immunocompromised Terps. Refer to <https://return.umd.edu/> and <https://umd.edu/4Maryland> for updated COVID compliance information.

A note about devices in the classroom: Researchers have found that computers, phones and tablet devices present a distraction within the classroom setting, and interfere with learning and active participation. For specifics about the science behind a “no tech within the classroom policy” watch: <youtu.be/WwPaw3Fx5Hk> That said, this is a 400-level blended learning class. Our hope is that you chose this class because you want to be engaged within the classroom. Thus, we will start from a position of trust and allow your actions to determine our classroom device policy. Should devices become a distraction, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). The instruction team will provide only one or two warnings - the choice is yours.

Online work: We will not meet as a class on Fridays. Each Friday, students will be responsible for completing online assignments (e.g., discussion board posts or writing assignments), participating in group work, or completing limited time open-book exams. All Friday Assignments, including exams, will be due at 11:59 pm on Friday.

UNIVERSITY & COURSE POLICIES

Please refer to the following University of Maryland policies regarding all undergraduate courses:
<go.umd.edu/ug-policy>

Inclusive Learning Environment

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one’s statements with research findings is encouraged. In accordance with free speech statutes, threats of violence are prohibited.

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. As part of the Department of Psychology at the University of Maryland, we are committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

Names/Pronouns and self identifications: Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns (he/him, she/her, they/them, ze/hir, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit <trans.umd.edu> to learn more. We will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your fellow Terps.

While a critical aspect of this course will be the development of self-awareness skills, including self-reflection of one’s own identity(ies) and identity development - how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should

it come up in classroom conversation, or in response to a self-reflection assignment). You choose the degree you wish to share. We seek to be respectful of all identities in this course.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of our community.

Reporting - Racism and Other Forms of Hate and Bias, Issues of Sexual Assault/Misconduct, Child or Elder Abuse

If students experience racism or other form of bias or hate in this class or any psychology course, we encourage the students to do at least one of the following: report the experience to the instructor and/or send a report to the Department of Psychology's Diversity and Inclusion Committee using this link (https://umdsurvey.umd.edu/jfe/form/SV_06ZuAUj7eJnQVqR); (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Additionally, please know that your instructional team is required to report any instances of discrimination, harassment, sexual misconduct/assault, and incidents of child or elder abuse. There are no time limits related to when an incident of abuse occurred. Therefore, if you disclose (i.e., share) an incident that occurred during your childhood, we are still required to report the incident and/or ensure that it has been reported previously.

Academic Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. If you have a documented disability and wish to discuss academic accommodations, even if you are still going through the process of getting official documentation, please contact the professor or graduate teaching assistant **during the first week of the semester**. We will need to set up a meeting to co-create a plan for your success and complete a Detailed Implementation Plan. *Students are responsible for submitting the signed copy to ADS.* We encourage you to let us know even if you do not believe you will need accommodations for this course. The more you communicate with us the better we can support you.

Religious Observations

Students will not be penalized because of observances of religious beliefs. It is the students' responsibility to notify the professor if religious observances require course modifications.

Academic Integrity






Given this a 400 level class, each of you should have read the academic integrity section of syllabi countless times. As your professor, I trust you; however, I also have an obligation to ensure the integrity of this class and ensure that you understand the UMD Honor Pledge and the nuanced ways in which students misinterpret aspects of academic integrity. ***If you ever have a question, ask me or another member of our instruction team.***

Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. Everyone knows about properly citing authors, however, how

academic dishonesty occurs in real life can be tricky. For example, being a member of a social media platform (e.g., GroupMe) where students are cheating can be considered academic dishonesty, regardless of your intention or level of involvement. Reusing assignments or sections of your own written work within this class is considered self-plagiarism. You are responsible for understanding the information in the document titled "Ethics of Scholarship in Psychology" (ter.ps/psycethics).

Finally, on each exam or major assignment you must write out and sign the following pledge: **"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."**

To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each type of assignment. For example, asking friends and group work is permitted only for group reading assignments, which means you can actively collaborate, co-create the assignment, and share answers. While asking a friend and group work is not permitted for pop-quizzes and exams (meaning you cannot share answers to a quiz or exam), you would be permitted to study in advance together and create study guides in preparation. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to us straight away. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!**

	 OPEN NOTES	 USE BOOK	 SEARCH ONLINE	 ASK FRIENDS	 WORK IN GROUPS
Friday Homework Assignments	✓	✓	✓		
Pop-quizzes					
Group reading assignments	✓	✓	✓	✓	✓
Case conceptualizations & Paper	✓	✓	✓		
Exams	✓	✓			

All instances of academic dishonesty will be reported to the Office of Student Conduct. Note that there will be no warnings. Students who engage in academic dishonesty will receive 0 points and may receive an XF in the course. The value of the grade and degree you are here to earn relies on the honesty of everyone, and its value is diminished with anyone's dishonesty, however rare that might be. Therefore, if there is something I need to know, you may share it with us anonymously through this [Google Form](#).

ASSESSMENT CRITERIA

General Guidelines

The course is graded A+ to F. Learning assessments include application projects, in class activities, case conceptualizations, exams and a paper. All assessments must be handed in using Canvas/ELMS prior to the due date/time or they will be considered late. Late assignments will be lowered 10% for each day they are late, including weekends. All assignments should be written in APA style (7th edition for professional

papers; see the publication manual of the American Psychological Association, 2020 and [Purdue OWL](#) as resources). Poorly written work will receive lower grades regardless of the content. Feedback will be provided on assignments. It is the student's responsibility to review all feedback. If students make the same errors on future assignments that were corrected previously, points will be deducted.

It is in your best interest not to miss a deadline for a major assignment. To be fair to all students, only extreme circumstances with written documentation (e.g., death in the family, severe illness with doctor's excuse, therapist's note indicating mental health crisis) will result in an extension. *(Note: if you think you may have trouble meeting a deadline for a major assignment it is in your best interest to communicate WELL IN ADVANCE of the deadline! The day of, and even the day before, is NOT well in advance.)* Please note that computer problems DO NOT qualify as an extreme circumstance. If you need assistance with Canvas/ELMS or technology, contact the IT Helpdesk. If you cannot resolve submission problems, send the assignment via an email attachment to the primary course email account by the assignment day/time due date, otherwise the assignment will be considered late. (IT HelpDesk 301.405.1500 itsc@umd.edu umd.service-now.com/itsc)

PLEASE - communicate with us early if you are having challenges keeping up with your coursework. Early intervention and support has the best chance for success. In accordance with the undergraduate catalog, a grade of an "I" (incomplete) is assigned only for work that has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed before the end of the semester. Students for whom special circumstances may warrant an "I" must request this before the last day of class.

Grading Structure

Assignment	Percentage %
Friday Assignments & Pop-quizzes	30%
Engagement: Participation/Speaker Assignments/Group Reading Assignments	20%
Case Conceptualizations (2-3 pages each)*	15%
Exams (5 total, drop lowest score, thus 4 exams counted)	20%
Paper (7-8 pages)*	15%
Total	100%

* see end of syllabus for details

This course is graded on the following A+ to F scale:

90-93 A-	94-97 A	98-100 A+
80-83 B-	84-87 B	88-89 B+
70-73 C-	74-77 C	78-79 C+
60-63 D-	64-67 D	68-69 D+
59 and below F		

"A" denotes excellent mastery of the subject and outstanding scholarship.

"B" denotes good mastery of the subject and good scholarship.

"C" denotes acceptable mastery of the subject and the usual achievement expected.

"D" denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

"F" denotes failure to understand the subject and unsatisfactory performance.

Grading Disputes

We share the grading criteria for each assignment in advance; please ask questions if they are unclear. If you disagree with a grade, let us know. If we made a mistake, we will work quickly to correct it. After the return of any test, paper or project, you have seven days to contest your grade with the instructor or teaching assistant. Students **MUST** submit a written explanation of their dispute to the Graduate TA via email within seven days of the return of a test, paper, or project grade. After seven days have passed, grade changes will no longer be considered. If a written explanation is not submitted within seven days, your grade will not be reevaluated.

Brief Overview of Grading Assignments

Note: In general, assignments are submitted via ELMS/CANVAS, except for pop-quizzes.

Friday Assignments & Pop-Quizzes: The blended learning design of this course requires adequate preparation prior to in-person class time. We designed the **Friday Assignments** to ensure students the opportunity to gain critical knowledge and have the opportunity to synthesize course content. These assignments will be posted on ELMS at least 48 hours before they are due. **Pop-Quizzes** are administered at the beginning of in-class time on Mondays or Wednesdays, promptly at 4:00 pm. Pop-quizzes predominantly cover class “prep” information, but may also include content related to the next exam. “Prep” information is the work students should have completed in advance of each in-person class. The number and timing of pop-quizzes will be random (recall Psyc 100, the strongest reinforcement is a variable one!). The question format of pop-quizzes will vary and may include multiple-choice, matching, true/false, and short answer questions. Each quiz will be very short, thus students must remain in the classroom until the quizzes have been collected. If you have prepared for class, you should do well on the quiz. Once the pop-quiz has been administered and collected, that ends the chance to take the quiz. If a student has an excused absence and they miss a quiz, we will provide an alternative option that should be completed within a week unless an alternative deadline is approved by the Grad TA or instructor. If we find students are adequately preparing for class and are mastering critical concepts we will have relatively few pop-quizzes. Thus, you control the number and frequency of pop-quizzes.

Engagement Activities: The success of a blended learning course relies on student engagement. Therefore, a fifth of your grade will be related to engagement activities, such as class participation and activities, speaker-preparation assignments, and Group Reading Assignments. ***The following assignments require students to submit the assignment to ELMS/CANVAS PRIOR to the beginning of class (before 4:00 pm) on the day they are assigned:***

- **Speaker Prep assignments** typically involve reading, often an article or chapter written by our guest, and completing a brief assignment including generation of questions for the question and answer (Q&A) portion of their visit. The speakers include a number of Counseling Psychologists working in a variety of settings, therapists from related disciplines, and multicultural experts. This is your opportunity to hear their stories about what excites them about their professions.
- **Group Reading Assignments** allow students the opportunity to self-select an article from a number of related articles. Students will need to read one article and prepare a one page summary worksheet in advance of class. The purpose is to come prepared to class to engage in a group discussion about how the article relates to the learning objectives for the class. The group discussion exercise will be centered on identifying commonalities and differences across articles, applying a multicultural lens to the articles, and applying the information to case conceptualizations or addressing current social problems.

Exams: Exams will be open-book and students may use notes. These will be administered online and submitted via ELMS/CANVAS. **Exams will be posted on ELMS/CANVAS by Friday, 10 am on the day that they are due.** The format will include multiple-choice questions, true/false questions, fill in the blank, matching questions, short-answer items, and potentially essay questions. The purpose of exams is to ensure students have mastered the learning objectives for the course. Therefore, the ability to synthesize and apply knowledge is emphasized. There will be four exams administered during the semester, and a final exam. Students may drop one exam grade. This structure is a direct response to the need for greater flexibility due to COVID-19. If a student needs to miss an exam due to illness they have the opportunity to take the final exam. Only in extremely rare situations will a make-up exam be permitted (email the instructor and Grad TA, and then plan to follow up with a conversation so we understand your situation).

Case Conceptualization and Final Paper descriptions will be provided on CANVAS/ELMS.

Extra credit: You have the opportunity to earn up to 1 percentage point of extra credit. You can choose extra credit activities from the list of options presented at the end of this syllabus. Each extra credit assignment is worth ½ a percentage point of extra credit. All extra credit assignments are due no later than the last day of class. Extra credit points will NOT be granted for assignments received after this date. Details will be shared on ELMS.

Policy regarding asking questions about assignments/exams

The instructor and TA(s) are available by email (please use the primary class email, psyc432-sec201@umd.edu) to respond to your questions about assignments and exams. However, no questions will be answered after 7pm on the day before the assignment is due. Thus, if an assignment is due on Wednesday, the instructor and TA may not reply to emails after 7pm on Tuesday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs will not guarantee email responsiveness on nights and weekends.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <https://tutoring.umd.edu/> for general tutoring information, including resources for [academic success](#). Sharpen your communication skills (and improve your grade) by visiting the campus Writing Center, schedule an appointment via this link <https://english.umd.edu/writing-programs/writing-center>. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and everyone needs help... just please ask for it.

Statement of basic needs:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Counseling Center: <http://www.counseling.umd.edu/CS/>

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Additional resources for students:

UMD Accessibility & Disability Support Services: <https://www.counseling.umd.edu/ads/>

UMD Office of Civil Rights and Sexual Misconduct (Title IX Office): <https://www.ocrsm.umd.edu/>

UMD Office of Diversity and Inclusion: <https://www.diversity.umd.edu/hbrp/>

UMD Tutoring: <https://tutoring.umd.edu>

UMD Writing Center: <https://www.english.umd.edu/academics/writingcenter>

A UMD [Resource Directory PDF](#), containing a full range of campus resources and offices, can be found on the Counseling Center webpage under the Resources tab

Course Schedule

****Readings are to be completed before class, they are PREPARATION for class.**

****Instructor reserves the right to modify this syllabus as needed.**

Week	Date	Monday	Date	Wednesday	Date	Friday No In-class Meeting
COUNSELING PSYCHOLOGY						
1	8/30	Introductions, Welcome to Psyc 432, Class Norms & Goals, Mindfulness Exercise	9/1	What is Counseling Psychology? Prep: Div 17 Mission and Values webpage & Lichtenberg et al (2016)	9/3	Scientist - Practitioner - Advocate Models Read: Mallinckrodt, Miles & Levy (2014) or Shullman (2017) or Vasquez (2012) Due: Syllabus Quiz Due: Reading discussion board #1 (Initial post due)
2	9/6	No Class - Labor Day Holiday	9/8	Awareness, Knowledge, and Skills, & The Therapeutic Relationship (see recorded lecture) Prep: Gelso (2014) A tripartite model	9/10	Read: Sileo & Kopala (1993), APA Ethics Code Due: Ethics dilemma Due: Reading discussion board #1 (reply post due)
THERAPEUTIC APPROACHES						
3	9/13	Guest - Dr. William M. Liu , Prof and Chair, UMD Speaker Prep: Lui & Cavalhieri (2021) - speaker reading assignment	9/15	Cultural Competence Prep: Sue et al. (2019) and Exam Review (Q&A)	9/17	Exam 1
4	9/20	Self Awareness & Biases Prep: Hook et al. (2016) or Liu et al. (2019) LCSW Speaker (NO prep)	9/22	Therapy Relationship Group Prep: Vasquez (2007) or O'Connor et al. (2018) or Okun et al. (2017)	9/24	Watch: Therapeutic Videos Due: Discussion board assignment #2 (Initial post due)

Week	Date	Monday	Date	Wednesday	Date	Friday No In-class Meeting
5	9/27	Psychodynamic Theories Prep: Shedler (2010) or Tummala-Narra (2016) Ch 8	9/29	Cognitive-Behavioral Prep: Gelso, Williams & Fretz, Ch 12 (2014)	10/1	Case Conceptualization Due: Reading discussion board #2 (reply post due)
6	10/4	Guest - Dr. Deborah MacKay, Psychologist, Walter Reed (PTSD) Speaker Prep: speaker reading assignment (<i>specific readings tbd</i>)	10/6	Role of Neurobiology Guest - Disability Awareness Panel Speaker Prep: speaker prep assignment Prep: Exam Review (Q&A)	10/8	Exam 2
7	10/11	Existential-Humanistic Prep: Angus et al (2015)	10/13	Feminist/multicultural Group Prep: Ali & Levy (2012) or Singh et al. (2020)	10/15	Watch: Therapeutic Videos Due: Discussion board assignment #3 (Initial post due)
8	10/18	Identity Development Prep: Neville & Mobley (2001)	10/20	Social Justice Prep: Miller et al (2018) or Singh (2016)	10/22	Case Conceptualization Due: Reading discussion board #3 (reply post due)
9	10/25	Guest - Dr. Ruth Fassinger, Prof Emerita, Past President Div 17 & Div 44 Speaker Prep: speaker reading assignment	10/27	Eclectic Approaches Prep: Reflection exercise & Exam Review (Q&A)	10/29	Exam 3
CAREER COUNSELING						
10	11/1	Career Development Prep: Gelso, Williams & Fretz, Ch 15 (2014)	11/3	Career Development Theories Prep: tbd	11/5	Skim: Owens, Allan & Flores (2019) Due: Reading discussion board #4 (Initial post due)
11	11/8	Career Assessments Prep: tbd	11/10	Career Case Study Discussion	11/12	Case Conceptualization Due: Reading discussion board #4 (reply post due)
12	11/15	Guest - Dr. Sapna Chopra , Asst Prof, Cal State Fullerton Speaker Prep: speaker reading assignment	11/17	Prep: Exam Review (Q&A)	11/19	Exam 4

Week	Date	Monday	Date	Wednesday	Date	Friday No In-class Meeting
Counseling Psych Careers & Related Disciplines						
13	11/22	Guest - Dr. Warren Kelley , Senior Associate Vice President for Student Affairs, UMD Speaker Prep: tbd	11/24	Holiday Break	11/26	Holiday Break
14	11/29	Guest - Dr. Miriam Phields , HIV Prevention, CDC Speaker Prep: - speaker assignment (tentative speaker, to be confirmed)	12/1	Grad Student Panel (date to be confirmed)	12/3	[Hold session for important topics; specifics tbd]
15	12/6	Applying to grad school Prep: APA webinar on interviewing for grad school	12/8	Guest - Marie Mauro LPC, ATR-BC - Art Therapist Speaker Prep: AATA webpage	12/10	Paper Due: Applied Settings, Reflections, and Class Synthesis
16	12/13	Last Day of Classes Due: Extra Credit Assignments Mindfulness				

COURSE READINGS

- Ali, S. R., & Levy, L. B., (2012). Feminism revisited: The lessons beyond the privileged lens. *The Counseling Psychologist*, 40(8), 1164-1171. Doi: 10.1177/0011000012440121
- Angus, L., Watson, J. C., Elliott, R., Schneider, K., & Timulak, L. (2015). Humanistic psychotherapy research 1990-2015: From methodological innovation to evidence-supported treatment outcomes and beyond. *Psychotherapy Research*, 25(3), 330-347.
- APA ethical code: <http://www.apa.org/ethics/code/index.aspx#>
- Cook, E.P., Heppner, M. J., & O'Brien, K.M. (2005). An ecological model of women's career development. *Journal of Multicultural Counseling and Development*, 33, 165-179.
- Fassinger, R. E. (2019). On community, courage, and change—and falling in love. *The Counseling Psychologist*, 47(8), 1136–1142. <https://doi.org/10.1177/0011000019894697>
- Gelso, C. J. (2014). A tripartite model of the therapeutic relationship: Theory, research, and practice. *Psychotherapy Research*. doi:10.1080/10503307.2013.845920
- Gelso, C. J., Williams, E.N., & Fretz, B. R. (2014). *Counseling psychology 3rd ed.* Harcourt College Publishers: NY.
- Hargons, C., Mosley, D., Falconer, J., Faloughi, R., Singh, A., Stevens-Watkins, D., & Cokley, K. (2017). Black Lives Matter: A call to action for counseling psychology leaders. *The Counseling Psychologist*, 45(6), 873–901. <https://doi-org.proxy-um.researchport.umd.edu/10.1177/0011000017733048>

- Hook, J. N., Farrell, J. E., DeBlaere, C., Davis, D. E., Tongeren, D. R. V., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. *Journal of Counseling Psychology, 63*(3), 269-277.
- Lichtenberg, J.W., Goodyear, R.K., Hutman, H., & Overland, E.A. (2016) Counselling psychology in the United States. *Counselling Psychology Quarterly, 29*(2), 216-224. doi: 10.1080/09515070.2015.1127207.
- Liu, W. M., Liu, R. Z., Garrison, Y. L., Kim, J. Y. C., Chan, L, Ho, Y. C. S., & Yeung, C. W. (2019). Racial trauma, microaggressions, and becoming racially innocuous: The role of acculturation and White supremacist ideology. *American Psychologist, 74*(1), 143-155.
- Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology, 8*(4), 303-311.
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