Course description:

This course will present an introduction to the field of counseling psychology, including research, theory, treatment modalities, current trends, and professional issues.

Course objectives:

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

1. Describe the field of Counseling Psychology, including training, major roles, and career paths in Counseling Psychology
2. Analyze case studies using psychodynamic, humanistic, and cognitive behavioral approaches to psychotherapy
3. Evaluate major approaches to psychotherapy from a multicultural perspective
4. Develop a case conceptualization and treatment plan for a fictional psychotherapy client
5. Apply theoretical models and research findings to evaluate gender related influences on career development
6. Synthesize research findings and apply psychological theory and research to current social problems

Required text and other materials:

Reading materials: All additional required chapters and journal articles are available online, either on Canvas or from the PsycInfo database.
**Class structure:**

In class meetings: We will meet in class on Mondays and Wednesdays as listed on the course schedule. 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 come to class with comments and questions, and be ready to respond to questions posed by the instructor or other students. Students will be encouraged to think critically about each of the topics presented in class. The expression of diverse viewpoints is highly valued in this class. The instructor 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.

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) or participating in group work. In all cases, Friday assignments will be due at noon (12pm) on Friday. In some cases, students will also have the opportunity to edit their homework assignments for a regrade opportunity. These dates are clearly marked on the course schedule. If you choose to edit your homework assignment, indicate (using “Track Changes” or highlights) what you have edited from Friday’s submission. You will have until midnight (12am) on the date listed on the course schedule to submit your optional edits.

**Evaluation criteria:** Course grades are based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Character conceptualization paper</td>
<td>20%</td>
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<tr>
<td>Special Topic Infographic</td>
<td>10%</td>
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<tr>
<td>Participation, Friday assignments and Homework</td>
<td>35%</td>
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</tbody>
</table>

**Total:** 100%

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.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics such as:

- Academic Integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for Office of Undergraduate Studies’ full list of campus wide policies and follow up with me if you have questions.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.
**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 statues, speech that contains threats of violence is prohibited.

**Course specific policies**

*No computers, phones or tablet devices are permitted during our class meetings.* I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

However, I do provide PowerPoint slides on Canvas, and I record most class meetings on Panopto. Thus, students are able to review course material as needed.

**Grading disputes**

After the return of any test, paper or project, you have exactly seven (7) 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.

**Exams**

Exams will consist mainly of multiple-choice questions, but may also include fill in the blank, short-answer, or matching questions.

**Important note** Students are expected to arrive to class on time. This is especially important on exam days. Students arriving late to an exam will NOT be permitted to take the exam if at least one student has already completed the exam and left the classroom. Students who arrive after a classmate has completed the exam will earn a zero for that exam.
**Extra credit**
You have the opportunity to earn up to **1 percentage** points 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.

**General Guidelines**

**All assignments must be submitted via Canvas by the beginning of class on the day they are due.** Assignments submitted after beginning of class will be considered late. Assignments must be submitted on Canvas and will not be accepted via email or hardcopy. Late assignments will be **lowered 10% for each** day they are late, including weekends. Poorly written papers will receive lower grades regardless of content.

**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 [http://ter.ps/learn](http://ter.ps/learn) and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu).

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

**Policy regarding asking questions about assignments/exams**
The instructor and TA(s) are available by email 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.
**Course Schedule**

*Readings are to be completed before the day they are due to be discussed in class.**
*Instructor reserves the right to modify this syllabus as needed.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Monday</th>
<th>Date</th>
<th>Wednesday</th>
<th>Date</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Welcome to PSYC 432 Facts and Myths about Counseling Psychology</td>
<td>8/29</td>
<td>What is counseling psychology? <strong>Read:</strong> What is CP brochure &amp; Lichtenberg et al (2018) <strong>Due:</strong> Counseling Psychology Topic Search</td>
<td>8/31</td>
<td><strong>Read:</strong> Mallinckrodt, Miles &amp; Levy (2014) <strong>Due:</strong> Syllabus Quiz <strong>Due:</strong> Reading discussion board</td>
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<tr>
<td>2</td>
<td>9/3</td>
<td>LABOR DAY (no class)</td>
<td>9/5</td>
<td>Culture and Multiculturalism <strong>Read:</strong> Hook et al. (2016) <strong>Due:</strong> IAT reflection</td>
<td>9/7</td>
<td><strong>Read:</strong> Gelso (2013) <strong>Due:</strong> Watch Brene Brown’s Ted Talk and respond to questions</td>
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<td>3</td>
<td>9/10</td>
<td>Therapy Relationship <strong>Read:</strong> Vasquez (2007) <strong>Recommended:</strong> O’Connor et al (2018)</td>
<td>9/12</td>
<td>Psychodynamic Theories Discuss Layla <strong>Read:</strong> Gelso &amp; Fretz chapter 11 <strong>Due:</strong> Reading Quiz</td>
<td>9/14</td>
<td><strong>Due:</strong> Layla Case-Psychodynamic</td>
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<td>4</td>
<td>9/17</td>
<td>Psychodynamic theories In class: Film &amp; Discussion – Hans Strupp <strong>Read:</strong> Leonidaki, Lemma &amp; Hobbis (2018)</td>
<td>9/19</td>
<td>Discussion Day: Psychodynamic Theory Research, Cultural Critiques and Case Discussion: Layla <strong>Read:</strong> Shedler (2010) Recommended: Katz et al (2018) <strong>Due:</strong> Critique Questions 1 Optional: Layla homework revisions due at midnight</td>
<td>9/21</td>
<td><strong>Read:</strong> Gelso &amp; Fretz chapter 12 <strong>Due:</strong> Reading quiz</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
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<td>5</td>
<td>9/24</td>
<td>Cognitive Behavioral Theory Case Discussion: Layla</td>
<td>9/26</td>
<td>Cognitive Behavioral Therapy In class: Film &amp; Discussion-Ellis &amp; Gloria</td>
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| 6    | 10/1   | Discussion Day: Cognitive Behavioral Therapy Critiques, Research, and Layla | 10/3   | Humanistic theories  
**Read:** Naeem et al (2015)  
**Due:** Critique Questions 2  
**Optional:** Layla homework revisions due at midnight  
**Due:** Reading Quiz |
|      |        |                                                                          |        |                                                                          |
| 7    | 10/8   | Humanistic Therapy In class: Film & Discussion Rogers and Gloria         | 10/10  | Discussion Day: Humanistic Theories Research, Cultural Critique  
**Read:** Xu & Tracey (2016)  
**Recommended:** Angus et al. (2015)  
**Due:** Critique Questions 3  
**Optional:** Layla homework revisions due at midnight |
|      | 10/12  | Study for Exam 1                                                         |        |                                                                          |
| 8    | 10/15  | Exam Review                                                              | 10/17  | EXAM 1                                                                   |
|      | 10/19  | DUE: Midsemester Evaluations                                            |        |                                                                          |
| 9    | 10/22  | Exam 1 Activity                                                          | 10/24  | Common Factors  
**Read:** Laska, Gurman, & Wampold (2014)  
**Due:** Layla Case: CBT  
**Due:** Layla Case: Humanistic  
**Due:** Reading Quiz  
**Due:** Layla Case: Humanistic  
**Due:** Critique Questions 3  
**Optional:** Layla homework revisions due at midnight |
<p>|      | 10/26  |                                                                         |        |                                                                          |
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Activity</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>10/29</td>
<td>Multicultural Issues and the Therapy Relationship</td>
<td><strong>Read:</strong> Santos (2017)</td>
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<td></td>
<td>10/31</td>
<td>Feminist and Ecological approaches</td>
<td>Discuss Meena Case</td>
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<td><strong>Read:</strong> Neville &amp; Mobley (2001)</td>
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<td></td>
<td>10/31</td>
<td><strong>Read:</strong> Miller et al (2018) assignment</td>
<td><strong>Due:</strong> Meena case questions</td>
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<tr>
<td>11</td>
<td>11/5</td>
<td>Social Justice, multiculturalism, and Counseling Psychology</td>
<td><strong>Discuss Meena Case</strong></td>
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<td></td>
<td>11/7</td>
<td>Peer reviews of character conceptualization papers</td>
<td><strong>DUE:</strong> Character Conceptualization Paper DRAFT</td>
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<td><strong>Optional:</strong> Meena homework revisions due at midnight</td>
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<td></td>
<td>11/9</td>
<td>Work on Character Conceptualization Paper Draft - GET HELP</td>
<td><strong>DUE:</strong> Complete FOCUS2</td>
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<td>12</td>
<td>11/12</td>
<td>Career Development</td>
<td><strong>Read:</strong> Thompson &amp; Dahling (2011)</td>
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<td>11/14</td>
<td>Holland’s Career Theory FOCUS 2 Interpretation</td>
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<td>11/16</td>
<td><strong>Due:</strong> Final character conceptualization paper</td>
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<td>13</td>
<td>11/19</td>
<td>Personality Theory-MBTI FOCUS2 Interpretation</td>
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<td>11/21</td>
<td>THANKSGIVING BREAK</td>
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<td></td>
<td>11/23</td>
<td>THANKSGIVING BREAK</td>
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<td>14</td>
<td>11/26</td>
<td>Class time to work on Special Topic Infographic</td>
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<td>11/28</td>
<td>TA Talk: Greta Jankauskaite</td>
<td><strong>Due:</strong> Career assessment reflection and SCCT application</td>
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<td>11/30</td>
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<td>15</td>
<td>12/3</td>
<td>Resolving Ethical dilemmas</td>
<td><strong>Read:</strong> Sileo &amp; Kopala (1993), APA Ethics Code</td>
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<td></td>
<td>12/5</td>
<td>Resolving Ethical dilemmas</td>
<td><strong>Due:</strong> Ethics case</td>
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<td><strong>APA Ethics Code</strong></td>
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<td>12/7</td>
<td><strong>Due:</strong> Special Topic Infographic</td>
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<td>16</td>
<td>12/10</td>
<td>Final Exam Review</td>
<td><strong>Last day to submit extra credit</strong></td>
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<td></td>
<td>12/15</td>
<td><strong>FINAL EXAM:</strong> Saturday, Dec 15 8am – 10am</td>
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Reading list


Character conceptualization (approximately 7-10 pages, 100 points) Due November 16th

**Bring your summary of the character’s life and notes about the rest of the sections to class on November 7th — case conference day**

The purpose of this paper is to apply your understanding of the major theoretical approaches used in therapy by counseling psychologists to a character from a popular film, television show, or politics. For this assignment, you will either pick a well-known celebrity, political figure, or character from a popular film or television show. Your paper should contain four sections: summary of the character’s life; summary of the psychological theory/theories; conceptualization of the character; and treatment strategies. A description of each of the four sections, along with the page length and points allotted to each section, follows. Remember that writing quality and APA style will also contribute to your grade.

1. **Summary of important events in the character’s life.** Events must apply to the theory/theories in the next section. Do not include unnecessary information (1-2 pages max, 10 points).

2. **Summary of a psychological theoretical orientation** (e.g., psychodynamic; cognitive-behavioral; humanistic; gestalt; feminist; ecological). You must write about at least one theoretical orientation, but may write about up to three perspectives. If you write about more than one theoretical orientation, make sure to summarize one in depth. You can then just summarize the parts of the other orientations that you intend to discuss in your paper. Make sure not to go over the page limit (1-2 pages max, 20 points).

3. **Conceptualization of the character** from the perspective(s) summarized in the previous section. In this section of your paper, you should apply the theoretical perspective to the character you have selected. Discuss the character’s personality, potential psychological concerns, interpersonal issues, etc. (e.g., What concerns might this character bring to counseling? What relational/social and environmental/societal factors might contribute to these concerns?) Make sure to clearly connect your observations and thoughts about the character with what you know about the psychological theory/theories you wrote about in the second section of this paper. Use citations to support your statements (2-3 pages max, 30 points).

4. **Treatment strategies.** In this section, you should discuss what kind of treatment might help this character if he or she were a counseling client, and why. Again, this section should be written from the theoretical perspectives you chose to summarize in the second section of this paper. (e.g., Do you think individual, couples, and/or group therapy would be helpful for this character, and why? What might the relationship between the therapist and character look like? How would your treatment benefit the client? If you were this character’s therapist, what kind of multicultural issues might arise in your relationship (challenge yourself to think about this even if it isn’t immediately clear to you)?) Discuss social justice principles and how they might relate to this client’s treatment. Use citations to support your statements (2-3 pages max, 30 points).

5. **APA style, grammar, spelling, coherence, organization, writing quality.** (10 points).
Special Topic Infographic: **DUE: December 7**

The main purposes of this assignment are to:

1. Become familiar with current topics and research in counseling psychology
2. Practice critiquing individual psychological research studies and synthesizing bodies of research
3. Think critically and creatively about applying research findings to real life situations
4. Strengthen communication, presentation, and teamwork skills
5. Develop data visualization skills

**General description:**
Students will work independently OR in groups of up to 5 people to teach the class about a special topic in the field of counseling psychology. You or your group will select a special topic of interest to you and have it approved by the instructor.

All infographics should communicate the following:

1) Clearly state the problem of interest
2) Clearly communicate why this problem is important (support your arguments with research)
3) What are some solutions to this problem (support your arguments with research)
4) All infographics should include at least 5 reputable sources published within the last 5-7 years. At least 3 of these 5 sources should be empirical articles published in *The Counseling Psychologist* or the *Journal of Counseling Psychology*.

In addition to your infographic, you should submit a 1-2 paragraph explanation of how your topic relates to the field of Counseling Psychology (integrate course material).

Example topics include:
- Transgender access to mental health services
- Racial disparities in mental health
- #MeToo and trauma
Extra Credit Options **Due no later than Monday, December 10th:**

You may choose to turn in up to two assignments as extra credit. You will receive ½ a percentage point (0.5%) of extra credit for each assignment, for up to 1% of extra credit.

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 2 page summary of what you did, why it was important to you, and what you learned. Also include how you believe the project you chose relates to and/or is consistent with Counseling Psychology (include at least 2 citations to support your argument). Also, include a letter, pictures, or some evidence of your participation. Some ideas:
   a. Write and send 5 postcards, or make 5 phone calls to a congressperson supporting or opposing a current issue
   b. Attend or organize a protest, rally, boycott, sit-in, strike, etc. for a cause that is important to you
   c. ***If you organize a group of 3 or more individuals to join you, you can earn the full 1% of extra credit for this activity***

2. Attend a cultural event (2 pages): Attend a Maryland Dialogues on Diversity event or other talk/event on campus that presents issues that are new to you with regard to multiculturalism or social justice. Write a 2-3 page reaction paper, detailing why you chose the event/film, as well as your personal reactions and what you learned. Be sure to include at least 2 citations to integrate course material into your paper.

3. Film project (2 pages): Watch a film that portrays therapy. Consider the APA ethical code, ethical principles, as well as guidelines for working with multicultural and LGBTQ+ clients, and write briefly about any ethical violations, good ethical practices, and/or ethical dilemmas you notice in the film. Be sure to cite the relevant APA codes or principles in your paper. Discuss what messages about therapy the audience might glean from the portrayal in the film/show you selected.

4. Current event reaction paper (2 pages): Write about a current event and how it relates to counseling psychology or any of the topics discussed in class. Be sure to indicate why you chose the event, your personal reactions, and how it relates to counseling psychology. Include at least 2 citations to integrate course material to your paper.