

PSYCHOLOGY 432: INTRODUCTION TO COUNSELING PSYCHOLOGY

FALL 2015

SECTION 0101: MW 9-9:50am, BPS 1236; Fridays online or outside of class

Section 0301: MW 10-10:50am, BPS 1238, Fridays online or outside of class

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:

1. Describe theories and research findings related to a broad range of topic areas within counseling psychology;
2. Demonstrate an understanding of how empirical research methods are used to test hypotheses related to a broad range of topic areas within counseling psychology;
3. Think critically regarding ethical and multicultural issues related to personality development, therapy, and other interventions;
4. Understand the role of social and ecological factors as they relate to personality development and therapeutic issues;
5. Demonstrate an understanding of privilege and oppression, and their relations to mental health

Required text and other materials:

Assessments: 2 Career/Personality Inventories (\$28.00 check payable to University of Maryland).

Reading materials:

All additional required chapters and journal articles are available online, either on Canvas or from the PsycInfo database.

Recommended:

Gelso, C. J. & Fretz, B. R. (2014). *Counseling psychology 3rd ed.* Harcourt College Publishers: NY.

Instructor

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**Please sign up through Canvas*

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**Please check Canvas for your point-of-contact TA assignment. Please email TAs to set up appointments.*

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. Students are expected to treat Friday classes as they would treat traditional in-class meetings. 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 the end of class and in most cases, assignments will require readings or other preparation prior to the start of class. Thus, if a reading is due on Friday, students are expected to complete that reading prior to class (9am or 10am, depending on your section). Students will then complete the assignment during class time (9-9:50 or 10-10:50am), and submit their work online.

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

Exam 1:	15%
Exam 2:	20%
Character conceptualization paper:	15%
Group presentation:	15%
Discussion board and homework:	35%

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.

Grading disputes:

After the return of any test, paper or project, you have exactly 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 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, ASSIGNMENTS, AND EXTRA CREDIT:**Exams:**

Exams will consist mainly of multiple-choice questions, but may also include fill in the blank, short-answer, or matching questions. Please refer to University policy on missed exams: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Please note that it would be in your best interest **NOT** to miss an exam. In an attempt to be fair to all students, only **EXTREME** circumstances (e.g., death in the family, severe illness with a doctor's excuse) will result in excused absences from tests or delayed deadlines for papers. Computer problems **DO NOT** qualify as an extreme circumstance. The instructor will review a student's unusual and exceptional reason for missing a test or extending a deadline, and may allow the student to make up the exam or turn a paper in late. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam.

****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.

Career Assessments:

Payments for the assessments **MUST** be turned in on time. Additionally, **you MUST be present on the day the assessments will be administered.** Due to the logistics involved in obtaining and scoring these tests, if even one student is late with the payment or taking the assessment, the entire class will be affected. Therefore, late payments and late administrations of the assessments will only be permitted in **EXTREME** circumstances.

Extra credit:

You have the opportunity to earn up to **2 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 $\frac{1}{2}$ 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 one letter grade for each day they are late, including weekends. Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, and punctuation. Please contact the Writing Center or Learning Assistance Service if you feel you need additional help with your writing. All papers should be written in APA style in accordance with the sixth edition of the publication manual of the American Psychological Association (2009).

The Writing Center:	1205 Tawes Hall http://www.english.umd.edu/academics/writingcenter
Learning Assistance Service:	Phone: 301-405-3785 2202 Shoemaker Bldg http://www.counseling.umd.edu/LAS/ 301-314-7693

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.

Academic dishonesty:

Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. **All instances of academic dishonesty will be reported to the Office of Judicial Programs.** Note that there will be NO warnings. **Please carefully read the syllabus supplement entitled “Ethics of Scholarship in Psychology.” This document is located on Canvas.**

Students with disabilities:

If you have a documented disability and require academic accommodations, you must register with the Disability Support Service (DSS; 0126 Shoemaker Building, X4-7682). You must provide the instructor with written documentation from DSS regarding your recommended accommodations by the 3rd week of classes.

ABSENCES FROM CLASS MEETINGS OR ASSIGNED WORK

The University of Maryland's policy on excused absences is provided here: www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. This section highlights the key elements of attendance policies.

Single Absences due to Illness or Injury:

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a self-signed letter attesting to the date of the illness and acknowledging that the information is true and correct. You are expected to contact your instructor by phone or email prior to the class meeting if you expect to be absent, and to provide this form by the next class meeting that you are present for: www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf. Please note that this policy does **not** excuse students from major scheduled grading events.

Religious Observations:

Absences due to religious observances will be excused provided that a student contacts the instructor at least two weeks in advance of the holiday, submits work due in advance and assumes responsibility for any material or announcements missed that day.

Multiple Absences & Those Covering Major Scheduled Grading Events:

University policy excuses absences due to (1) the illness of the student or the illness of a dependent as defined by Board of Regents policy on family and medical leave (<http://www.president.umd.edu/policies/docs/VII-750.pdf>); (2) religious observance (where the nature of the observance prevents the student from being present during the class period); (3) participation in university activities at the request of university authorities; and (4) compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes immediately before or after the excused absence.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, **but makeup assessments will not be offered for unexcused or undocumented absences.**

Expectations of the instructor and teaching assistants:

You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge, and communicate clear expectations for students.

Expectations of students in the class:

Students are expected to attend and actively participate in class, be prepared for class, and to treat the instructor, teaching assistants, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Use of technology during class meetings:

In this class, students may bring their laptop computers, tablets, or other web-enabled devices to take notes ONLY. If a student is found to be using a laptop for any other reason than taking notes, that student may lose the privilege of bringing their laptop, tablet, smart phone, or other device to class, and/or may lose class participation points. If the instructor determines that laptops, tablets, or other devices become distracting in class, the instructor will prohibit the use of such devices in class. **If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as 0.**

Copyright Notice:

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly, whether or not a fee is charged, without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).

Course Evaluation and Feedback:

Ongoing course evaluations. Feedback from students about the course is very important to us and will help us improve the educational experience of this course. Anonymous course evaluations will be administered several times throughout the semester. Additionally, students are encouraged to provide regular feedback (or ask questions) via Canvas.

Final course evaluations. As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Course evaluations will be available toward the end of the semester at www.courseevalum.umd.edu. If you submitted all of your evaluations last semester, or are a new student, you can also access all posted results from Fall 2012 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Fall 2015 evaluations. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

****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.**

Week	Date	Monday	Date	Wednesday	Date	Friday NO IN CLASS MEETING
THE SCOPE AND GOALS OF COUNSELING PSYCHOLOGY						
1	8/31	Introduction to the Course	9/2	What is counseling psychology? DUE: Homework 1: Bring your list of CP topics/themes Read: <i>What is Counseling Psychology</i> Brochure	9/4	Discussion Board (DB): Introductions
2	9/7	LABOR DAY-NO CLASS	9/9	Culture and Multiculturalism <i>Activity: Draw your culture</i> DUE: Homework 2: Take 2 IAT tests and complete the anonymous IAT reflection	9/11	DB: Respond to ethical dilemmas Read: APA ethics code http://apa.org/ethics/code/index.aspx
3	9/14	Ethics In class: Resolving ethical dilemmas Read: Sileo & Kopala (1993) Homework: Form research groups for group presentations	9/16	What is psychotherapy? Purposes, types, barriers Read: http://www.apa.org/helpcenter/understanding-psychotherapy.aspx DUE: \$28 ASSESSMENT CHECKS	9/18	Online work: Watch Brene Brown Ted Talk on vulnerability. Respond to DB prompt. Read: Gelso (2013) Group work: Choose a topic, identify a few possible questions, conduct a literature search. Turn in signed group expectations.
THE PRACTICE OF COUNSELING PSYCHOLOGY						
4	9/21	Therapy relationship Read: Vasquez (2007), Williams (2013) http://www.psychologytoday.com/blog/culturally-speaking/201306/how-therapists-drive-away-minority-clients	9/23	Take career assessments (SII & MBTI)	9/25	Online work: Layla case questions-psychodynamic Read: Gelso & Fretz chapter 11 (pp. 27-39)
5	9/28	Psychodynamic theories In class: Layla case questions DUE: Homework 4: Layla	9/30	Psychodynamic theories In class: Film & Discussion – Hans Strupp	10/2	Online work: Layla case questions-Rogers' Person centered Read: Gelso & Fretz chapter 13 (pp. 1-25)
6	10/5	Humanistic theories-Rogers In class: Layla Case DUE: Homework : Layla	10/7	Humanistic theories-Rogers In class: Film & Discussion-Carl Rogers and Gloria	10/9	No online work. Review exam 1 study guide.

7	10/12	EXAM 1	10/14	Time to work in groups Due: Group work: Annotated bibliographies	10/16	Online work: Layla case questions-CBT Read: Gelso & Fretz chapter 12 (pp. 9-22)
8	10/19	Cognitive-Behavioral theory Read: Gelso & Fretz chapter DUE: Homework 6: Layla case	10/21	Cognitive Behavioral therapy In class: Film & Discussion-Ellis & Gloria	10/23	Group work: Finalize topic, create timeline and divide tasks. Revisit group expectations. Submit group check ins.
9	10/26	Common factors approach Read: Wampold & Budge (2012)	10/28	Peer reviews of character conceptualization papers DUE: peer review of character conceptualization paper	10/30	Online work: Counseling Psychology and policy
MAJOR TOPICS IN COUNSELING PSYCHOLOGY						
10	11/2	Feminist and multicultural approaches Read: Vasquez (2007)	11/4	Social Justice, multiculturalism, and CP	11/6	TBD
11	11/9	Privilege and Oppression Read: Vasquez (2012)	11/11	Career development Read: Lent et al. (2000)	11/13	Online work: Personality styles DUE: Final character conceptualization paper
12	11/16	Holland's Career Theory SII interpretation Discuss: <i>Divergent</i> film	11/18	MBTI interpretation	11/20	Work on group presentations Group work: Submit draft of presentation
13	11/23	TA research presentation and graduate student panel	11/25	No class-Happy Thanksgiving	11/27	No Class—Happy Thanksgiving
14	11/30	Class time to work on critical issue group presentations. Finalize presentations	12/2	Critical issue group presentations	12/4	DUE: Career Reflection notes Online work: Group presentations
15	12/7	Critical issue group presentations	12/9	Critical issue group presentations Last day to submit extra credit	12/11	Online work: Group presentations Last day of class
Final exam: Section 0101 (MW 9-10am) Thursday, Dec 17 8-10am Section 0301 (MW 10-11am) Saturday, Dec 19 8-10am						

Reading list

APA ethical code: <http://www.apa.org/ethics/code/index.aspx#>

Gelso, C. J. (2013). A tripartite model of the therapeutic relationship: Theory, research, and practice. *Psychotherapy Research*. doi:10.1080/10503307.2013.845920

Gelso, C. J. & Fretz, B. R. (2014). *Counseling psychology 3rd ed.* Harcourt College Publishers: NY.

Sileo, F. J., & Kopala, M. (1993). An A-B-C-D-E worksheet for promoting beneficence when considering ethical issues. *Counseling and Values*, 37(2), 89-95. Doi: DOI: 10.1002/j.2161-007X.1993.tb00800

Vasquez, M. J. T. (2007). Cultural difference and the therapeutic alliance. An evidence based analysis. *American Psychologist*, 62(8), 878-885. DOI: 10.1037/0003-066X.62.8.878

Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. *American Psychologist*, 67(5), 337-346. DOI: 10.1037/a0029232

Wampold, B. E., & Budge, S. L. (2012). The 2011 Leona Tyler Award Address: The relationship—And its relationship to the common and specific factors of psychotherapy. *The Counseling Psychologist*, 40(4), 601-623. doi:10.1177/0011000011432709

Williams, M. (2013). How therapists drive away minority clients. *Psychology Today*. Retrieved from

<http://www.psychologytoday.com/blog/culturally-speaking/201306/how-therapists-drive-away-minority-clients>

Character conceptualization (approximately 7-10 pages, 100 points) Due November 13

Bring your summary of the character's life and notes about the rest of the sections to class on **October 28th**—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, 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, 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 bring this character 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, 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, 30 points).
5. *APA style, grammar, spelling, coherence, organization, writing quality.* (10 points).

Special Topic Group Presentations

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 oral communication, presentation, and teamwork skills

General description:

Students will work in groups of 3 or 4 to teach the class about a special topic in the field of counseling psychology. Your group will select a special topic of interest to you and have it approved by the instructor. You will also choose questions to address in your presentation and have the questions approved by the instructor.

All presentations should address why your topic is important and how your topic relates to counseling psychology (tie in course material). You should also present on what counseling psychologists are doing about the issue and recommendations about what they should do. All presentations 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 peer reviewed academic journals.

Presentation format:

Each group will have 10 minutes to present their special topic to the class in PowerPoint format. Students should dress and behave professionally during their presentation.

You may choose a topic from the list below, or generate your own topic. Your topic must be approved by the instructor.

- Underserved populations (Choose a specific group—e.g., a gender group, immigrants, refugees, sexual orientation minorities, racial minorities, low income individuals)
 - Some ideas to think about: What are the mental health utilization rates, persistence rates in this group? Identify some reasons this group might be underserved. How can the mental health field better meet the needs of this population? What unique risk factors might this group face? What is the historical relationship between this group and the mental health field? What impact does this historical relationship have today? What can be done?
- Understudied topics of interest to counseling psychologists
 - Domestic violence perpetration (e.g., Why do people perpetrate? What type of perpetrator treatment programs are there? How successful are these programs?)
 - Torture (e.g., What role have psychologists played in military interrogations? What role should they have?)
 - Religion (e.g., Role of religion in treatment, religious discrimination, etc.)
 - Incarceration of mentally ill individuals
- Advocacy

- Visit the APA's advocacy page at <http://apa.org/about/gr/issues/index.aspx>. Identify and research an advocacy issue. What are psychologists doing about the issue of interest? Why is this an important issue? What should be done about the issue (based on research)?
- Other issues
 - Telehealth psychotherapy: What is it? How effective is telehealth psychotherapy? What are the pros and cons? What implications might telehealth psychotherapy have for the therapy relationship?
 - How can the Internet be used to promote public health and well-being?
 - Critically evaluate the role of health insurance companies in shaping mental health care delivery

Extra Credit Options (due no later than Wednesday, December 9):

You may choose to turn in up to four assignments as extra credit. You will receive ½ a percentage point (0.5%) of extra credit for each assignment, for up to 2% of extra credit.

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 1-2 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, brochure, pictures, or some evidence of your participation. Some ideas:
 - a. Write and send a letter to a congressperson
 - b. Write a letter to an editor of a magazine or newspaper
 - c. Attend or organize a protest, rally, boycott, sit-in, strike, etc. for a cause important to you
 - d. Help organize an educational event related to social justice
 - e. Volunteer at a social service agency/organization (soup kitchen, escort for abortion clinic, literacy project)
 - f. On-line activism (e.g., check out Kiva.org)
2. Attend a cultural event (2-3 pages): Watch a movie (e.g., Boys Don't Cry; Brokeback Mountain; Crash; Dirty Pretty Things; Earth; Fire; Hotel Rwanda; Life is Beautiful; Paper Clips; Water), go to a museum exhibit (e.g., American Indian Museum; Holocaust Museum; Fields to Factory exhibit at American History Museum), attend a show, a meeting, a lecture, etc., 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: (2-3 pages). Watch a film that portrays therapy (Antwone Fisher; Good Will Hunting; Ordinary People; Prime; Prince of Tides; Nuts; Manic, Shrink, 2 episodes of The Sopranos, 2 episodes of In Treatment, etc). Consider the APA ethical code, ethical principles, as well as Guidelines for working with multicultural and LGB clients, and write briefly about any ethical violations, good ethical practices, and/or ethical dilemmas you notice in the film. Be sure to site 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 (2-3 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.

Additional Extra Credit Option:

Participate in research projects. You will receive ½ a percentage point (0.5%) of extra credit for each hour of research participation for up to **TWO** hours (for a total of 1% of extra credit). You may participate in studies advertised in this class or on SONA Systems <https://umpsychology.sona-systems.com/Default.aspx?ReturnUrl=/>. For questions regarding SONA participation, please contact SONAhelp@umd.edu.

