

CPSE 606
Psychoeducation Foundations of Counseling Psychology
Fall Semester 2014

Class Meetings: Tues. 8-10:50am, MCKB 319

Professor: G. E. Kawika Allen, Ph.D.
Office: 273 MCKB
Phone: 801-422-2620
E-mail: gekawika_allen@byu.edu
Office Hours: Please email for appt.

Description and Objective

This course is designed to introduce and orient the doctoral student/trainee in counseling psychology to: (a) the history and foundations of counseling psychology, (b) the current trends and “hot topics” of the field, (c) the scientific-practitioner model and scientific reasoning processes as they apply to both science and practice, (d) the intersections of teaching, research, practice, consulting, government, and social advocacy/justice aspects of the field, (e) multiculturalism and diversity topics of counseling psychology, which some would argue is the 4th wave of psychology and CP has done more in this area than any other subfield of psychology, and (f) how you fit into what history informs you about the field and how you currently think, feel, and experience your place/role in the current field of counseling psychology. Below are more specific learning outcomes.

A. General Purpose

1. Students are able to acquire knowledge pertaining to the history and evolution of counseling psychology in the U.S., as well as some of the most current professional issues affecting the specialty. Most importantly, students will understand the factors related to change and growth in the profession of counseling psychology. To demonstrate their knowledge, students will integrate a wide range of knowledge about the history of counseling psychology in the U.S. and graphically portray various events, social forces, and individuals that have affected the development of counseling psychology. This integration provides an opportunity to place counseling into a broader perspective which includes the history of psychology as a whole and the effects of outside influences on the field.
2. Students are able to acquire knowledge about the history of the scientist-practitioner model, as well as basic assumptions and current conceptualizations of the scientist-practitioner model of training. To accomplish this goal, students will read, discuss, and reflect on different interpretations of the scientist-practitioner model and explore different ways of incorporating the model into one's own career.
3. Students will be able to acquire knowledge about the basic reasoning or human inference process and apply that inference model to both science and practice activities. To accomplish this goal, students will analyze the counseling process as well as professional situations pertaining to gender issues, cross-cultural issues, and ethical issues, keeping in mind how these models fit into current conceptualizations of themselves as therapists and researchers.

4. Students are able to become familiar with the personal and professional background and aspirations of other members of the class, and develop working relationships with other class members. To accomplish this goal, students will interact with each other in a variety of class assignments to promote the development of personal and professional relationships.
5. Students are able to become familiar with the professional and personal interests of the counseling/school psychology faculty. To accomplish this goal, students will attend classes where faculty will discuss their professional interests.

B. Course Activities

The following activities will be employed to achieve the specific learning objectives listed above:

1. Students will read selected book chapters and professional papers on relevant topics in counseling psychology.
2. Students will engage in at least **three classroom projects** designed to facilitate learning in the above goals. The projects will encourage individual reflection as well as teamwork and collaborative learning. A basic theme in all of the classroom projects as well as many of the classroom periods will be an emphasis on active learning. Classroom activities will include role-playing, discussions, reflection, and examination of one's personal reactions to course material.
3. Students will either write brief reaction papers as well as burning questions on selected course readings for the day that they are assigned, and be prepared to discuss the readings within a seminar format.

C. Evaluation

Grades for the course will be based on 3 course projects, as well as reaction papers and burning questions for the readings. Specific grading criteria for each project can be found on the attached pages describing each assignment. Please talk to me as soon as possible if you have questions. The class is intended to be a discussion-oriented seminar. Thus, regular, prompt attendance of students is essential. The final grade will be determined by the following weightings:

Grading Policies

Grading is based on the following:

1. Graphic analysis of counseling psychology history: 150 points possible (40%).
2. Human Inference Project: 100 points possible (20%)
3. Exploration of a Multicultural Topic: 100 points possible (20%)
4. Reaction papers and burning questions: 100 points possible (20%)
*This also includes reflection papers on guest speakers
5. Classroom participation: more than five tardy or missed classes constitutes a failing grade in this area. Note: If English is a second language and speaking in class poses special difficulties, please speak to me outside of class.

Grading Scale

| | | | | | |
|-----------|--------|-----------|-------|-----------|--------------|
| A | 93-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-92 | C+ | 77-79 | D | 63-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-62 |
| B | 83-86 | C- | 70-72 | E | 59 and lower |

Point Breakdown

| Assignments | Points |
|---|------------|
| Graphic analysis of counseling psychology history | 150 |
| Human Inference Project | 100 |
| Exploration of a Multicultural Topic | 100 |
| Reaction papers and burning questions | 100 |
| Total Points | 450 |

If you do not feel that the grade that you receive for any assignment accurately reflects your learning, I would be very willing to discuss this with you.

Course Schedule

| Date | Topics | Assignments |
|-------------|---|--|
| T – Sept 2 | <ul style="list-style-type: none"> • Introductions • Review Syllabus • Objectives of Course • Class Schedule • Assignment descriptions | <p><u>Readings:</u> History of Counseling Psychology Ch. 1 – Counseling Psychology 3rd Edition. Gelso, Williams, Fretz (2014)</p> <p>For next class: Read Sweeney (2001) and Hx of CP Ch. 2</p> |
| T – Sept 9 | <ul style="list-style-type: none"> • History of Counseling Psychology • What is Counseling Psychology? <p>Guest Speaker – Lane Fischer</p> | <p><u>Readings:</u></p> <p>Sweeney, T. J. (2001). Historical origins and philosophical roots. <i>The handbook of counseling</i>, 3-26. Google Books.</p> <p>History of Counseling Psychology Ch. 2 – Counseling Psychology 3rd Edition. Gelso, Williams, Fretz (2014)</p> |
| T – Sept 16 | <ul style="list-style-type: none"> • Trends of CP • Hot Topics in CP | <p><u>Readings:</u></p> <p>Watkins, 1994</p> |

| | | |
|-------------|--|---|
| | <p>Guest Speaker – Terisa Gabrielsen, 9am</p> <p>Multicultural Topic Presenter</p> | |
| T – Sept 23 | <ul style="list-style-type: none"> • Science-Practitioner Model <p>Guest Speaker – Tim Smith</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>Fretz, 1982</p> <p>History of Counseling Psychology Ch. 4 – Counseling Psychology 3rd Edition. Gelso, Williams, Fretz (2014)</p> |
| T – Sept 30 | <ul style="list-style-type: none"> • Career Paths in CP <p>Guest Speaker - Alex Pieterse</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>Fitzgerald and Osipow, 1986</p> |
| T – Oct 7 | <ul style="list-style-type: none"> • Counseling Centers <p>Guest Speaker – Mark Beecher, 10am</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>History of Counseling Psychology Ch. 17 – Counseling Psychology 3rd Edition. Gelso, Williams, Fretz (2014)</p> |
| T – Oct 14 | <ul style="list-style-type: none"> • Professional Organizations <p>Guest Speaker – Melissa Allen Heath</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>Heppner, Casas, Carter, Stone, 2000</p> <p><u>Due:</u> Critical Thinking Project: Explorations into the Human Inference Process</p> |
| T – Oct 21 | <ul style="list-style-type: none"> • Private practice <p>Guest Speaker – Aaron Jackson</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>Smith, 1982</p> <p>DSM-5: Brief Intro, 5 Axes</p> |
| T – Oct 28 | <ul style="list-style-type: none"> • Research <p>Guest Speaker – Paul Caldarella</p> <p>Multicultural Topic Presenter</p> | <p>History of Counseling Psychology Ch. 8 – Counseling Psychology 3rd Edition. Gelso, Williams, Fretz (2014)</p> |

| | | |
|------------|---|---|
| T – Nov 4 | <ul style="list-style-type: none"> • Multiculturalism and Diversity • Globalization of CP • Multicultural Issues in Counseling <p>Guest Speaker – Ellie Young at 10am</p> <p>Multicultural Topic Presenter</p> | <p><u>Readings:</u></p> <p>Heppner, Leong, Chiao, 2008</p> |
| T – Nov 11 | <p>APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists.</p> <p>Guest Speaker – Puncky Heppner? Kenneth Wang, Mary Heppner</p> | <p><u>Readings:</u></p> <p>Griner and Smith, 2006</p> |
| T – Dec 2 | <ul style="list-style-type: none"> • Social Justice/Advocacy <p>Guest Speaker – Puncky Heppner? Kenneth Wang</p> | <p><u>Due:</u> Graphic Analysis of the History of Counseling Psychology</p> <p><u>Poster Session</u> – All in the department are invited!</p> |
| T – Dec 9 | <ul style="list-style-type: none"> • Wrap up! • Course Evals and Celebration! <p>Guest Speaker – Puncky Heppner? Kenneth Wang, Mary Heppner</p> | |

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you

encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual*

University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, Annual University Conference, August 24, 2010*

Graphic Analysis of the History of Counseling Psychology

The goal of this project is for students to acquire and integrate knowledge pertaining to the history and evolution of counseling psychology, as well as current professional issues affecting the field, and demonstrate an understanding of the dynamic nature of changes in the profession of counseling psychology.

The history of counseling psychology has many faces, depending on any of a number of perspectives that one views past events. Your task is two-fold: (a) to document and analyze the history of counseling psychology and provide your perspective on our history, and (b) to demonstrate an understanding of the interplay of factors that affect the development of counseling psychology over time. Sometimes students find it useful to at least begin to structure this task by utilizing Whiteley's eight major time periods (remember, however, that he ends in 1983!), although students will need to develop a larger graph to more precisely organize the professional issues and historical events.

The basic task is to visually depict within some organizational scheme the following major events in counseling psychology: (a) the birth of major counseling journals, (b) major conferences, (c) the birth of national organizations, (d) major social forces that affect counseling psychology, (e) major events in the counseling profession, (f) current professional issues affecting the future of the profession, (g) pioneers and leaders that have affected the specialty, and (h) at least one other topic of your choosing. Try to be sensitive to the changing perspectives within the profession over time (e.g., diversity issues). **The title of your poster should be large enough to read from ten feet (minimum of two inches) and depict the central thesis of your view of the changing nature of counseling psychology in the U.S.**

To acquire this information, **I strongly encourage you to collaborate with your peers in collecting the information you need for this project.** You should use all of the articles assigned in the class, as well as a wide range of sources, like textbooks, journal articles, Division 17 minutes and presidential speeches in The Counseling Psychologist, and talk to your fellow students and professors. You will probably find a lot of information that reflects on aspects of our history. It is permissible to share this task with your fellow students; that is you can, as a group, divide the information you all want to compile, each student can collect the information, and share that information with the rest of the students.

The biggest challenge is then to organize and synthesize this information into some kind of system or coherent whole, and depict the interplay of factors that affect the development of counseling psychology over time such as social forces that have impacted the history of counseling psychology. Past students have suggested that you start this process at putting the poster together **at least two weeks in advance of the day it is due.**

In the past, **the best student posters have** (a) depicted our history by organizing facts to depict our history **over time** and the **dynamic interplay** among a-h above, (b) integrated facts from multiple sources (especially class readings), (c) brought their own thinking into the facts and reached some conclusions about our development and future, and (d) summarized their thinking with a descriptive title on their poster.

The results of your work are to be summarized on a poster board, similar to the type of posters presented at national conferences. The project is to be concluded by (a) a poster

presentation on the assigned day, (b) a one-page typed summary explaining your poster, (c) a one-page typed summary of the most important things you learned from this project, and (d) a list of the resources you utilized in developing the presentation.

Grading Criteria. Your poster and paper will be graded on the number of events and facts identified in (a) through (h) above as well as the quality of your thinking in organizing and synthesizing the information, your one-page summaries, title and resources utilized. Part of your grade in essence is based on the quantity of the information summarized (35%), and part of the grade reflects the quality of your thinking in synthesizing and organizing the information (65%).

Critical Thinking Project:
Explorations into the Human Inference Process

The goal of this project is for students to apply information about the human inference process to analyze complex situations.

Your FIRST specific task is to construct a diagram or model of how people process information within the complex interplay of the human inference process. Your model can contain a number of different variables from our readings and discussions in class, but include at a minimum data, ones “subjective lens” (e.g., based on one’s learning history, cognitions, affective reactions, nonverbal cue, etc.), assumptions and interpretations, hypotheses, inquiry strategies, and conclusions. Include a one-page explanation of your model.

Your SECOND SPECIFIC task is to use your model to analyze two complex human interactions, especially those that contain bias, assumptions, and emotional elements. Specifically, your task is to analyze two different situations, one involving yourself and how you processed information in a complex situation or a decision involving lengthy interactions, and the second, which primarily involves a person other than yourself. One example of a situation involving yourself might be the process of deciding on a graduate program, but feel free to select any situation. For the situation involving another person, you probably will need to interview a person (or persons) to collect the needed information. For each situation analyze what happened in terms of: (a) the evidence that was available (the clues, data, or facts); (b) the patterns involved in the data; (c) the "hypotheses" that were drawn; (d) alternative hypotheses that were considered, if any, or that could have been considered under more rational moments; (e) any inquiry strategies that were used, if any, or that could have been used; (f) conclusions that were drawn; (g) discuss various aspects of each situation (e.g., hypotheses, conclusions) that were related to personal filters and theories, or different sources of bias (list as many sources of bias as possible; (h) discuss how emotional elements affected how information was processed, or not processed in each situation; and (i) discuss the role of chance events, if any, and (j) conclude with at least a one-page discussion of the implications of your analyses for science and practice. The entire assignment should be typed and be no longer than eight to ten pages. You might want to use charts, figures, or symbols to analyze the situations.

All information will be considered confidential.

Grading Criteria. You will be graded on your ability to: (a) integrate course readings and the class discussion into the analyses, (b) the level of thinking and conceptualizing information processing or process-tracing of what happened, alternative inquiry strategies that could have been used, and the quality of the implications for science and practice (as indicated in a-j above). Your grade will not be determined by whether you made the "right decision," whether you were "politically correct," or any other outcome. Rather, your grade will be determined by the quality of analysis you perform on the events.

Exploration of a Multicultural Topic

Each of you will conduct a 30-40 minute presentation on a multicultural topic related to the field of counseling psychology. You will also write a paper (included with the presentation) delineating the topic in the following areas: (1) history and definition of the multicultural topic in counseling psychology, (2) common problematic issues in our field and society as a whole related to the multicultural topic, (3) current strategies for improvement of this multicultural topic in our field, and (4) how can YOU and your classmates looking forward improve/help the problematic issues of this multicultural topic. Please write a double-spaced 5-page paper in New Times Roman style, 12 Font, and in APA style related to citations in the body of the text as well as the reference list. There is no limit or required number of citations. I expect you to use enough references to be able to thoroughly describe your multicultural topic. One reference is probably not enough and 15 references are probably too much for a 5-page paper. Below are some examples of multicultural topics:

Race/Ethnicity
 Polynesian American
 African American
 Native American
 Latinas/os
 Asian American
 Arab American
 International/Immigration
 Gender
 Sexual Orientation
 Disability
 Socioeconomic Status & Classism
 Privilege, Power (i.e., White Privilege)

Below are dates to present:

| Date | Name |
|----------|--------|
| Sept. 16 | Emilie |
| Sept. 23 | Clark |
| Sept. 30 | Danise |
| Oct. 7 | Alicia |
| Oct. 14 | Micah |
| Oct. 21 | Adam |
| Oct. 28 | |
| Nov. 4 | |

Sample of Reaction Paper

Reaction Paper:

Fretz, 1982; Watkins, 1994; Archival Statement

An opening statement in the Fretz (1982) article caught my eye, as it stated that counseling psychologists “approached practice with a significant emphasis on positive aspects” (p. 15). This stood out to me because the idea of positive psychology within the profession has been a more recent development; to my knowledge thus far of the profession, there has been a tendency of psychology (and counseling included) to focus on a medical model of fixing what is wrong with a person. Thus, I was surprised to see this in the introduction as I thought the integration of a strengths-based, positive psychology approach did not occur until more recently in the history of counseling psychology. With that said, the definition of the profession in this article includes “problems” three times, “crisis” once, and “resolve” and “remedy” as key verbs. From the sound of this working definition, the emphasis of the profession appears to be focused on remedying problems, not necessarily focusing on positive psychology approaches. However, I appreciate that Fretz underlines the dynamic nature of counseling, and that it should always undergo a reexamination because of changes in the way we analyze and experience human nature/interactions and environmental forces. I feel like this article is lacking an explicit statement on the value of multicultural awareness—an awareness of oneself and others, and how important it is for the psychologist to have examined his/her cultural lens that shapes the way he/she understands clients and the profession in general. Overall, I wonder how the counseling profession ever came to an actual definition of the profession considering how contradictory the feedback was from the Division 17 members: there does not appear to be a statement that satisfies everyone, and the identity of counseling seems to be a loose globe of different subspecialties patched together...

Watkins’ (1994) article gives me a sense of self-reassurance in the fact that it identifies counseling psychologists as wearing many professional hats. When my parents ask me what I will be doing as a counseling psychologist, I’m often overwhelmed with the enormity of the question because the possibilities in the career routes that I can take branch in countless directions. And I have no clue which one I want to take, as many of the directions look appealing!!! The fact that Watkins articulates and embraces the diversity of the profession empowers me to feel more confident that it is ok at this point in my career to not know which direction I want to take: I can constantly reevaluate how my life goals fit with the professional activities provided by the counseling profession. I was also pleased to see the leading role that Division 17 members are having within APA’s organizational structure and committees. We talked about this briefly in class, and I may also be biased but...I think counseling psychologists are good fits for these leadership roles because of the specific training we receive in graduate school. Counseling psychologists learn to navigate the interpersonal world, thus, are equipped with overall good communication skills (including the important active listening skills), resolution and problem-solving skills, and understand group dynamics. A growth point for me is to learn about how the structure of APA works, especially Division 17 and what types of decisions and activities occur in this organization.

The Archival Article (1999) shows some significant changes in the brief definition of Division 17 as compared to the Fretz (1992) article; I think the Archival Article makes it more

clear that counseling psychologists are not just focused on a medical model of fixing what's broken but are actively engaged with client's "typical or normal developmental issues" and "healthy aspects and strengths of the client" (589). Furthermore, I think that the Archival Article does a better job of recognizing the importance of a multicultural understanding in our work; however, I still feel like it's missing some pieces on multicultural issues. Specifically, I feel like this article could have included 'multicultural training' in the knowledge base section as a way to explicitly recognize the value of a multicultural perspective in our profession.

This syllabus may be modified throughout the semester as deemed appropriate by the instructor

Schedule for Spiritual Thoughts:

| Date | Name |
|----------|--------|
| Sept. 16 | Clark |
| Sept. 23 | Danise |
| Sept. 30 | Emily |
| Oct. 7 | Micah |
| Oct. 14 | Adam |
| Oct. 21 | Alicia |
| Oct. 28 | |
| Nov. 4 | |