

**CPSE 606**  
**Psychoeducation Foundations of Counseling Psychology**  
Fall Semester 2017

**Class Meetings:** Tues. 8-10:50am, MCKB 355

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### **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, and government aspects of the field, (e) *multiculturalism and diversity topics of counseling psychology*, which some would argue is the 4<sup>th</sup> wave of psychology and counseling psychology has done a significant amount of work in this area, 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, several professors from our department will visit our class and 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 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 (33%).
2. Human Inference Project: 100 points possible (22%)
3. Exploration of a Multicultural Topic: 100 points possible (22%)
4. Reaction papers and burning questions: 100 points possible (22%)
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

<b>A</b>	93-100	<b>B-</b>	80-82	<b>D+</b>	67-69
<b>A-</b>	90-92	<b>C+</b>	77-79	<b>D</b>	63-66
<b>B+</b>	87-89	<b>C</b>	73-76	<b>D-</b>	60-62
<b>B</b>	83-86	<b>C-</b>	70-72	<b>E</b>	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
<b>Total Points</b>	<b>450</b>

**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. 6	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Objectives of Course</li> <li>• Class Schedule</li> <li>• Assignment descriptions</li> </ul>	
T – Sept. 12	<ul style="list-style-type: none"> <li>• History of Counseling Psychology</li> <li>• What is Counseling Psychology?</li> </ul> <p><b>Guest Speaker – Sabree Crowton, 3<sup>rd</sup> year doc student, 10:15am</b></p> <p><b>Spiritual Thought - Lisa</b></p>	<p><b><u>Readings:</u></b></p> <p>History of Counseling Psychology  <b>Ch. 1 – Counseling Psychology 3<sup>rd</sup> Edition.</b> Gelso, Williams, Fretz (2014)</p> <p>Fretz, 1982 – Perspectives and Definitions</p>
T – Sept. 19	<ul style="list-style-type: none"> <li>• Trends of CP</li> </ul>	<p><b><u>Readings:</u></b></p>

	<ul style="list-style-type: none"> <li>Hot Topics in CP</li> </ul> <p><b>Guest Speaker – Ellie Young, 10:15am</b></p> <p><b>Spiritual Thought - Meghan</b></p>	<p>Watkins, 1994 – Watkins - Counseling Psychology</p> <p>History of Counseling Psychology <b>Ch. 2</b> – Counseling Psychology 3<sup>rd</sup> Edition. Gelso, Williams, Fretz (2014)</p>
T – Sept. 26	<ul style="list-style-type: none"> <li>Science-Practitioner Model</li> </ul> <p><b>Guest Speaker – Jason Lefrandt, 10:10am</b></p> <p><b>Spiritual Thought - Anthony</b></p> <p><b>Multicultural Topic Presenter - Alex</b></p>	<p><b><u>Readings:</u></b></p> <p>History of Counseling Psychology <b>Ch. 4</b> – Counseling Psychology 3<sup>rd</sup> Edition. Gelso, Williams, Fretz (2014)</p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 2.</b> The Changing Landscape of Professional Practice in Counseling Psychology, pg. 21. James W. Lichtenberg, Rodney K. Goodyear, and Diane Y. Genter</p>
T – Oct. 10	<ul style="list-style-type: none"> <li>Career Paths in CP</li> </ul> <p><b>Spiritual Thought - Rachel</b></p> <p><b>Multicultural Topic Presenter – Lisa</b></p>	<p><b><u>Readings:</u></b></p> <p>Fitzgerald and Osipow, 1986 – An Occupation Analysis of Counseling Psychology</p> <p>Munley, P.H., Duncan, L.E., McDonnell, K.A., and Sauer, E.M. (2004). Counseling psychology in the United States of America. <i>Counseling Psychology Quarterly</i>, 17(3), 247-271.</p>
T – Oct. 17	<ul style="list-style-type: none"> <li>Counseling Centers</li> </ul> <p><b>Guest Speaker – Aaron Jackson, 9am.</b></p> <p><b>Spiritual Thought - Alex</b></p> <p><b>Multicultural Topic Presenter - Anthony</b></p>	<p><b><u>Readings:</u></b></p> <p>History of Counseling Psychology <b>Ch. 17</b> – Counseling Psychology 3<sup>rd</sup> Edition. Gelso, Williams, Fretz (2014)</p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 3</b> - Technological Advances: Implications for Counseling</p>

		<p>Psychology Research, Training, and Practice 38 Paul A. Gore Jr. and Wade C. Leuwerke</p>
T – Oct. 24	<ul style="list-style-type: none"> <li>Professional Organizations</li> </ul> <p><b>Spiritual Thought - Chunyue</b></p> <p><b>Multicultural Topic Presenter – Chunyue</b></p>	<p><b><u>Readings:</u></b></p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 16</b> - A Tripartite Model of the Therapeutic Relationship, pg. 267 Charles J. Gelso and Lisa Wallner Samstag</p> <p><b><u>Due:</u></b> Critical Thinking Project: Explorations into the Human Inference Process</p>
T – Oct. 31	<ul style="list-style-type: none"> <li>Private practice</li> </ul> <p><b>Guest Speaker – Tim Smith, 10am.</b></p> <p><b>Spiritual Thought –Lisa</b></p> <p><b>Multicultural Topic Presenter - Rachel</b></p>	<p><b><u>Readings:</u></b></p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 17</b> - Facilitating Insight in Counseling and Psychotherapy, pg. 284 Clara E. Hill and Sarah Knox</p> <p>Hansen, 2005 - The Devaluation of Inner Subjective Experiences by the Counseling Profession: A Plea to Reclaim the Essence of the Profession</p>
T – Nov. 7	<ul style="list-style-type: none"> <li>Research</li> </ul> <p><b>Guest Speaker</b></p> <p><b>Spiritual Thought - Megan</b></p> <p><b>Multicultural Topic Presenter - Megan</b></p>	<p>Handbook of Counseling Psychology (2008): <b>Ch. 14</b> - Measuring and Improving Psychotherapy Outcome in Routine Practice, pg. 233 Michael J. Lambert and David A. Vermeersch</p> <p>History of Counseling Psychology <b>Ch. 8</b> – Counseling Psychology 3<sup>rd</sup> Edition. Gelso, Williams, Fretz (2014)</p>

T – Nov. 14	<ul style="list-style-type: none"> <li>• Multiculturalism and Diversity</li> <li>• Globalization of CP</li> <li>• Multicultural Issues in Counseling</li> </ul> <p><b>Guest Speaker</b></p> <p><b>Spiritual Thought - Anthony</b></p>	<p><b><u>Readings:</u></b></p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 5</b> - Heppner, Leong, Chiao, Growing Internationalization, pg. 68</p> <p>“The Neglected 95%” article provided by professor.</p>
T – Nov. 28	<p>APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists.</p> <p><b>Spiritual Thought - Alex</b></p>	<p><b><u>Readings:</u></b></p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 4</b> - Social Justice and Counseling Psychology: A Challenge to the Profession, pg. 54 Suzette L. Speight and Elizabeth M. Vera</p> <p>Handbook of Counseling Psychology (2008): <b>Ch. 9</b> - Multicultural Competence in Counseling Psychology Practice and Training, pg. 141 Madonna G. Constantine, Marie L. Miville, and Mai M. Kindaichi</p>
T – Dec. 5	<p><b>Spiritual Thought - Chunyue</b></p> <p><b>Guest Speaker</b></p>	<p>Handbook of Counseling Psychology (2008): <b>Ch. 20</b> - Developments in Counseling Skills Training and Supervision, pg. 338 Nicholas Ladany and Arpana G. Inman</p>
T – Dec. 12	<ul style="list-style-type: none"> <li>• Wrap up!</li> <li>• Celebration!</li> </ul> <p><b>Spiritual Thought - Rachel</b></p>	<p>In-class work time on posters.</p>
T – Dec. 19	<p>Extra day for Poster Session or Skype with colleague in case we need it.</p>	<p><b><u>Poster Session</u></b> – All in the department are invited! 10-10:50am</p> <p><b><u>Due:</u></b> Graphic Analysis of the History of Counseling Psychology</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.

### **Treating all Individuals with Respect:**

Please review BYU's Honor Code on this website: <https://policy.byu.edu/view/index.php?p=26>  
All BYU students are expected to treat their peers, professors, school personnel, parents, and children/youth with respect, even when opinions by differ. Also information in classes should be discussed with language and attitude that demonstrate respect for all individuals involved.

### **Responding to and Reporting 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, you have several options of how to report or voice your concerns.

You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [[sue\\_demartini@byu.edu](mailto:sue_demartini@byu.edu)]; contact BYU's Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct: <https://policy.byu.edu/view/index.php?p=155>

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; [tiffany\\_turley@byu.edu](mailto:tiffany_turley@byu.edu)

NOTE: Another option, is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: [lisa\\_leavitt@byu.edu](mailto:lisa_leavitt@byu.edu); [advocate@byu.edu](mailto:advocate@byu.edu); or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

### **Understanding Services for 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 provide 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 by phone at 801-422-6878 or 801-422-5895. You can also 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*



**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. The human inference process involves gathering data and information from other humans based on various methods such as deductive, inductive, abductive, belief-revision, defeasible, cross-cultural, conversational, non-verbal communication, argumentative, in which you derive logical conclusions from premises known or assumed to be true about other humans.

Your model can contain a number of different variables from our readings and discussions in class, but include at a minimum data, your “subjective lens” (e.g., based on your learning style, personal/cultural history, cognitions, affective reactions, nonverbal cues, etc.), assumptions and interpretations, hypotheses, inquiry strategies, and conclusions. For ideas about models of how people process information, please do a Google scholar search or any other scholarly search to generate ideas for your model. 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, complex, and perhaps emotion-driven situations, *one involving yourself* and how you processed information in a complex situation or a decision involving lengthy interactions with another person (or others), and the second, which primarily involves a *person other than yourself*. One example of a situation involving yourself might be your *internal process* of deciding on a graduate program, getting married, employment, a frustrating interaction with a loved one or friend (or someone you don’t know very well). An example of the second could be *your assessment* of the person who is interacting with you in a possibly frustrating or difficult situation (it could also be a pleasant interaction as well). Additional examples of complex situations with yourself or with another person may include an analysis of what and how you and he/she thought, felt, experienced, and conclusions/resolutions made after the interactions. Include your own internal process relating to biases, assumptions, and possible misconceptions. A potential example could be your significant other after an argument (debate☺), or a misunderstanding with a friend, which might have generated numerous complex interactions. 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 in Times New Roman, 12 font and be no longer than eight to ten pages, but no less than 5 pages long. 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) 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** as well as lead a class discussion on a U.S. diverse topic/population listed for our course related to your field. Discussions should focus on applications of principles. You will also write a paper (included with the presentation) due on the same day as the presentation delineating this topic/population in the following areas: (1) **VERY brief** history of this topic/group in the U.S., (just highlight *some* monumental historical information) (2) common issues and struggles of this U.S. diverse topic/population, (3) current research around evidence of effective psychotherapeutic interventions and orientations (i.e., Evidence-Based Treatments – EBTs) that may assist your work with this U.S. diverse topic/population, and (4) how can YOU and your classmates looking forward improve your practice with this diverse topic/population in the U.S.

**In addition**, please write a double-spaced **paper** in New Times Roman format, 12 Font, and in APA style throughout, including citations in the body of the text as well as the reference list. This paper is due on the SAME DAY as your presentation. There is no limit or required number of citations. I expect you to use enough references to be able to thoroughly describe your U.S. diverse topic/population. Three references are not enough and 30 references are probably too much for a 5-8 page paper. Like your presentation outline above, you may want to also follow the same outline for your paper.

### Important Reminder:

**PLEASE** keep in mind that this multicultural exercise is not intended to reinforce stereotypes. **BE** mindful of certain stereotypes, biases, assumptions, and prejudices that we may have about certain diverse topics/groups, and to address them as stereotypes and not necessarily the overall situation or view of that topic/culture. **REMEMBER...** there are always within-group differences in each topic, culture, and population. **BE** clear about this mental framework throughout your presentation and paper. The culture does not define each individual's unique experiences as a human being; however, for best practices in our field, there are **guidelines** to consider when engaging in dialogue with others who are different from us, as well as diverse topics that may differ from our beliefs.

Below are some examples (but not exhaustive) of U.S. diverse topics/populations found in our course. Please refer to the schedule below to choose a topic/population and day to present:

#### Race/Ethnicity

- African American
- Native American
- Polynesian American
- Latinas/os
- Asian American
- Arab American

#### International/Immigration

#### Gender Topics/Issues

#### Sexual Orientation

#### Disability

#### Socioeconomic Status & Classism

#### Privilege, Power (i.e., White Privilege)

#### Religious Discrimination/Oppression, Internalized Religious Discrimination (e.g., Self-Hatred)

Below are dates to present:

Date

Name

Wk 4	
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Wk 5	
Wk 6	
Wk 7	
Wk 8	
Wk 9	
Wk 10	

## 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



**NEED  
HELP?**

**Ask the Psychology Librarian**

- to find articles or books
- for tips to organize or annotate sources
- to help you develop a research question

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