

# Instructor/TA Info

## Instructor Information

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## Course Information

### Description

This course is designed to introduce doctoral students 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 reasoning process as it applies to both science and practice, (d) the intersections of teaching, research, practice, consulting, and political aspects of the field, (e) multiculturalism and diversity in counseling psychology, and (f) how to find one's place in the contemporary discipline of counseling psychology.

### Learning Outcomes

#### Key dates and events

(1) Identify key dates and important events individuals who were critical in developing the American educational system and the profession of School Psychology.

#### Special ed laws and ethical codes

(2) Identify the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical and legal dilemmas in school settings.

#### School psychologist collaboration

(3) Develop a conceptual framework and understanding of how School Psychologists collaborate in reflective decision-making, meeting the needs of students, parents, teachers, schools, and communities.

#### Licensing and certification standards

(4) Become familiar with the major licensing and certification standards regulating the practice of School Psychology (national and state level).

#### Diversity

(5) Describe the diversity of students served and staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Describe the sensitivity and skills needed to effectively serve diverse populations (e.g. considering the range in abilities from intellectually challenged to gifted, age diversity from preschool through adult learners). In particular describe consultative skills required to communicate effectively with parents, teachers, and school administrators across such a variety of backgrounds.

#### Key research topics, publications and internet resources

(6) Review key research topics, publications, and internet resources related to schools and the practice of school psychology.

#### Internet resource list

(7) Develop list of internet resources to assist with school based interventions, particularly research-based handouts for parents and teachers on topics such as behavioral interventions, academic interventions, and strategies for improving social skills. These resources will assist school psychologists in identifying effective research-based interventions for IEP goals and accommodations for students identified with educational disabilities.

#### Contact list

(9) Develop a contact list of local, state, and/or national agencies/programs and professionals from which information can be easily and quickly gathered to assist with staff training, school wide prevention programs, program evaluation, and improving home-school and school-community partnerships.

#### Disciplinary actions

(10) Investigate disciplinary actions and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges.

#### Special Education terms

(11) Identify and understand the meaning of special education terms commonly used in school settings.

#### 13 areas of disabilities

(12) Demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines. List assessment tools commonly used in identifying these disabilities and describe associated educational needs.

### Attendance Policy

Students are expected to attend all class periods and attendance will be considered in assigning grades.

## Library Information

- The library provides students with many types of academic support. Explore the library's [collections](https://lib.byu.edu/collections/) (<https://lib.byu.edu/collections/>), [services](https://lib.byu.edu/services/software-training/) (<https://lib.byu.edu/services/software-training/>), and [places](https://lib.byu.edu/places/) (<https://lib.byu.edu/places/>). If you need general writing help, look to the [Research & Writing Center](https://rwc.byu.edu/) (<https://rwc.byu.edu/>). If you need software help, look to the [Software Training Classes](https://lib.byu.edu/services/software-training/) (<https://lib.byu.edu/services/software-training/>). For information about how Covid19 is impacting library services, see <https://lib.byu.edu/coronavirus/> (<https://lib.byu.edu/coronavirus/>).
- If you need discipline-specific help, contact Dr. Emily Darowski, the psychology librarian.
  - Schedule an Appointment (<https://byu.libcal.com/appointments?u=5805>)
  - Email: [emily\\_darowski@byu.edu](mailto:emily_darowski@byu.edu)
  - Phone: 801-422-6346
  - [Psychology Subject Guide](https://guides.lib.byu.edu/psychology) (<https://guides.lib.byu.edu/psychology>)

## Assignments

### Assignment Descriptions

#### Perspectives on Psychologists

Oct  
09

Due: Saturday, Oct 09 at 11:59 pm

Analyze a portrayal of a psychologist in a film, book, TV show, podcast, etc. Here are some places to start.

<https://psychmovies.com/movie-lists/treatment-and-professional-ethics/> (<https://psychmovies.com/movie-lists/treatment-and-professional-ethics/>)

[https://www.goodreads.com/list/show/42469.Fictional\\_Psychologists\\_Therapists](https://www.goodreads.com/list/show/42469.Fictional_Psychologists_Therapists) ([https://www.goodreads.com/list/show/42469.Fictional\\_Psychologists\\_Therapists](https://www.goodreads.com/list/show/42469.Fictional_Psychologists_Therapists))

<https://www.apa.org/gradpsych/2011/09/psychology-shows> (<https://www.apa.org/gradpsych/2011/09/psychology-shows>)

Create a set of questions to guide your analysis. Answer your questions using research, data, logic, and creativity. Present your findings in an engaging presentation of 30-60 minutes.

The presentation will be graded on relevance, quality of analysis, and quality of related research.

#### Midterm Exam

Oct  
25

Due: Monday, Oct 25 at 2:59 pm

Questions regarding the assigned reading to this point. You will be asked whether you have personally read each of the assigned readings.

#### Graphic Analysis of the History of Counseling Psychology

Nov  
22

Due: Monday, Nov 22 at 11:59 pm

**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 can be understood from many perspectives. Your task is to (a) document and analyze the history of counseling psychology and provide your perspective on our history, and (b) demonstrate an understanding of the interplay of factors that affect the development of counseling psychology over time. You may 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

eight major time periods (remember, however, that he ends in 1789), 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.** Please do not put your posters together the night before.

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 professional 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%).

#### **Future Challenges for Counseling Psychology**

Dec  
04

Due: Saturday, Dec 04 at 11:59 pm

This is a standard 5-10 page research paper. You should demonstrate your ability to write in a scholarly style using APA formatting. You should summarize and integrate relevant scholarly work, citing sources as appropriate.

Identify an issue that you see as potentially problematic for counseling psychology. Outline the factors that have led to the potential problem and identify possible solutions.

#### **Final Exam**

Dec

Due: Thursday, Dec 03 at 11:59 pm

Questions related to readings, discussion, and other assigned media. You will be asked to report whether you have individually read/watched each of the assigned readings/videos.

## University Policies

### 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 every instructor's 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 Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Academic Honesty

The first injunction of the 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.

### Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the

and group counseling, as well as career management services. These services are complimentary and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"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

## Schedule

| Date   | Column 1 | Column 2 |
|--------|----------|----------|
| Week 1 |          |          |

|                 |                  |   |
|-----------------|------------------|---|
| M Aug 30 Monday |                  | <a href="https://www.theguardian.com/education/2021/aug/28/harvard-university-chief-chaplain-atheist">https://www.theguardian.com/education/2021/aug/28/harvard-university-chief-chaplain-atheist</a><br><br><a href="https://psychology.iresearchnet.com/counseling-psychology/history-of-counseling-psychology/">https://psychology.iresearchnet.com/counseling-psychology/history-of-counseling-psychology/</a><br><br><a href="https://www.apa.org/ed/graduate/specialize/counseling">https://www.apa.org/ed/graduate/specialize/counseling</a><br><br><a href="https://www.apa.org/about/index">https://www.apa.org/about/index</a><br><a href="https://www.div17.org/">https://www.div17.org/</a><br><br><a href="https://journals.sagepub.com/home/tcp">https://journals.sagepub.com/home/tcp</a><br><br><a href="https://blog.therapynotes.com/unpacking-billing-for-your-therapy-hour-90834-vs-90837?utm_content=77236976&amp;utm_medium=social&amp;utm_source=facebook">https://blog.therapynotes.com/unpacking-billing-for-your-therapy-hour-90834-vs-90837?utm_content=77236976&amp;utm_medium=social&amp;utm_source=facebook</a> |
| Week 2          |                  |   |
| M Sep 06 Monday | <b>Labor Day</b> |   |
| Week 3          |                  |   |
| M Sep 13 Monday |                  | Leona Tyler 1992.pdf <a href="#">Download</a><br>CP in the US Lichtenberg 2016.pdf <a href="#">Download</a><br>Gelso et al CP Ch. 1.pdf <a href="#">Download</a><br>portrait of a CP 2018.pdf <a href="#">Download</a>  |
| Week 4          |                  |   |
| M Sep 20 Monday |                  | Counseling Psychology Values Diversity<br>Mintz et al 2009.pdf <a href="#">Download</a><br><br>Ibram X. Kendi<br><a href="https://www.youtube.com/watch?v=TzuOlyyQlug">https://www.youtube.com/watch?v=TzuOlyyQlug</a>  |
| Week 5          |                  |   |
| M Sep 27 Monday |                  | Gelso et al CP Ch. 2.pdf <a href="#">Download</a><br>Vermes Individualism 2017.pdf <a href="#">Download</a><br>Taylor et al 2019 Predicting CP.pdf <a href="#">Download</a>   |
| Week 6          |                  |   |

|                    |   |   |
|--------------------|---|---|
| M Oct 04 Monday    |   | Gelso et al CP Ch. 4.pdf <a href="#">Download</a><br>Slife 2008 Research Values.pdf <a href="#">Download</a>  |
| Sa Oct 09 Saturday |   |   |
| Week 7             |   |   |
| M Oct 11 Monday    | Perspectives on Psychologists presentations           | Gelso et al CP Ch. 8.pdf <a href="#">Download</a>   |
| Week 8             |   |   |
| M Oct 18 Monday    |   | Gelso et al CP Ch. 10.pdf <a href="#">Download</a><br><br>The End of Average, Todd Rose (2017)<br>• <a href="https://99percentinvisible.org/episode/on-average/">https://99percentinvisible.org/episode/on-average/</a>   |
| Week 9             |   |   |
| M Oct 25 Monday    |   |   |
| Week 10            |   |   |
| M Nov 01 Monday    |   | Gelso et al CP Ch. 17.pdf <a href="#">Download</a>  |
| Week 11            |   |   |
| M Nov 08 Monday    | Current Issues: Masters-level licensure               | Perspectives on masters licensure.pdf <a href="#">Download</a>  |
| Week 12            |   |   |
| M Nov 15 Monday    | Current Issues: Telepsychology, Transgender/Nonbinary | Telepsych Guidelines.pdf <a href="#">Download</a><br><a href="#">Teletherapy Meta-analysis</a><br><br>Transgender guidelines.pdf <a href="#">Download</a>   |
| Su Nov 21 Sunday   | <b>Instructor Ratings Open Fall</b>                   |   |
| Week 13            |   |   |
| M Nov 22 Monday    |   |   |
| Week 14            |   |   |
| M Nov 29 Monday    | Current Issues: Counseling center work load           | Are We in Crisis- National Mental Health and Treatment Trends in College Counseling Centers.pdf <a href="#">Download</a><br>Stepped Care-BYU CAPS study.pdf <a href="#">Download</a><br><br><a href="#">Crunch at College Counseling Centers</a><br><a href="#">Center for Collegiate Mental Health Annual Report</a> |
| Sa Dec 04 Saturday |   |   |
| Week 15            |   |   |

|                    |  |  |
|--------------------|--|--|
| M Dec 06 Monday    | Graphic Analysis Poster Session                                    | Inouye, Melissa Wei-Tsing (2019)<br><a href="https://www.youtube.com/watch?v=EG0jQ1G0ICo">https://www.youtube.com/watch?v=EG0jQ1G0ICo</a><br><a href="https://byumiuploads.s3.amazonaws.com/uploads/2020/01/2019-Maxwell-Institute-Annual-Report-web.pdf">https://byumiuploads.s3.amazonaws.com/uploads/2020/01/2019-Maxwell-Institute-Annual-Report-web.pdf</a> |
| Th Dec 09 Thursday | Final Exam:<br>359 MCKB<br>11:00am - 2:00pm                        |  |
| Week 16            |  |  |
| M Dec 13 Monday    | <b>First Day of Fall Final Exams<br/>(12/13/2021 - 12/17/2021)</b> |  |
| W Dec 15 Wednesday |  |  |