

PRE 918
Current Issues & Trends in Counseling Psychology
Fall, 2007

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SCHEDULE: Mondays from 9:30 to 10:20
620 Joseph R. Pearson Hall

SCHOOL OF EDUCATION MISSION

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code: Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

MAYBE SORT OF REQUIRED TEXT

Brown, S.D. & Lent, R.W. (Eds.). Handbook of Counseling Psychology (3rd ed.). New York: J. Wiley.: **4th edition is out this fall, and you will need to get it when it comes out.**

ACADEMIC MISCONDUCT

This course adheres to the University's Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. Please read it at this address: <http://www.ku.edu/~unigov/usrr.html> (see article 2, sect6)

ELECTRONIC RESOURCES

- 1) KU Technology Services. Lots of info about how and where to connect, how to get software. <http://www.ku.edu/technology/catalog/>
- 2) Library and Computer Center training <http://www.lib.ku.edu/instruction/>
- 4) KU lit search page. Describes all search databases available. <http://infogateway.ku.edu/index.cfm?type=db>
- 5) KU Electronic journals page <http://www.lib.ku.edu/ejournals.shtml>

POSSIBLE TOPICS FOR PRE 918 SEMINAR

Wait to buy Brown & Lent *Handbook of Counseling Psych* (chapter 1 for 918)

Managing your strengths: A project developed out of Vocational psychology class, and utilized in last year's PRE 918 class and with KU's Self Fellowship Program. Includes taking Clifton's Strengths Finder, the Strong Interest Inventory, the Personality Self Portrait, and being interviewed by an advanced doctoral student.

Focus Group: Why did you choose KU?

Program planning: meet with your advisor

Handbook (sign form)

Grievances

Filing your program

Filing Residency

Residency times 2

Prerequisites

Waiving courses

Admitted as a master's student

Research teams in the department

APA, ACA, KPA, KCA, CPSO, APAGS, Div 17 Student Affiliate Group

Self Care

To thesis or not to thesis, that is the question

Comprehensive exams, readiness, when to start studying, specialty area

Assistantships

Scholarships

Workshops and conferences

Dissertation: when to propose, good topics, participants

Internship process

Practicum placements: sites available, reviews, finding your own, worst case scenario

Respecting faculty time and roles (edit all your work, lead time on letters,

How to ask for: letters of recommendation,

Trip to Libraries

Faculty presentations

Student research interests: interview your advisor's advisees

Advice from experienced students:

Degree requirements

Timeline

3 year rotation of courses

Issues in TCP, JCP, etc.

CCPTP listserv archives

Division 17 and APA structure

Handbook changes

Language on diversity

Do we explicitly tell students they may be required to provide information to us that might lead to mandated therapy?

Due process: what to do if a peer has problems?

Practicum site supervisors are part of the training team, and have access to information about your progress in the program

Disclosed information belongs to the department. If you tell me something, I have to decide if it's stuff I can keep private, or if it's something I need to share with the training team (if it impacts your standing in the program).

Peace. It does not mean to be in a place where there is no noise, trouble, or hard work. It means to be in the midst of those things and still be calm in your heart.

Unknown

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn't serve the world. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

Marianne Williamson

A Return to Love: Reflections on the Principles of A Course in Miracles, p. 190, 1996