



5. To explore one's personal "orientation" with respect to contemporary counseling psychology and to begin to find one's niche in the profession

**Note:** *Any student in this course who has a disability that prevents the fullest expression of her or his abilities or effort should contact me personally and as soon as possible so that we can discuss the appropriate accommodations necessary to complete the course requirements.*

## **Grades**

**EVALUATION:** Course evaluations (i.e., grades) will be based on active and informed class participation; the seminar will not have exams. However, any written assignments are to be completed on time and reflect graduate-level effort.

The course will be S-F. **Regarding grades of "incomplete."** According to university policy, the letter "I" is not to be used when a definite grade can be assigned for the work done, and not to be given for the work in any course except to indicate that some part of the work has, for *reasons beyond the student's control*, not been done, while the rest has been satisfactorily completed. Since the meaning of "*beyond the student's control*" is ambiguous, I interpret that to mean a documented medical condition or some other personal or family condition or circumstance that prevents the completion of the course requirements on time. The essence of granting an incomplete is that these circumstances (which are beyond your control) necessarily prevent you from completing the work on time. If you anticipate that you cannot complete the work and don't have a legitimate reason, please withdraw from the course (preferably before the first exam); otherwise missing work will receive a grade of F. In all cases of a grade of "incomplete," the student must discuss this with me beforehand and in further accordance with university policy, *[a] student who has an I posted for a course must make up the work by the date determined by the instructor, in consultation with the student, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An "I" not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor.*

**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: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>

## **Course Sequence**

Below are the dates the class will meet this semester. The specific sequence of topics and class activities to be covered in the class will be discussed the first class session.

<b><u>Date</u></b>	<b><u>Topic/Reading(s)</u></b>
Aug. 24	INTRODUCTION/OVERVIEW
Aug. 31	The CPSY Student Handbook
Sept. 7	Labor Day (no class)
Sept. 14	Doc Program Planning
Sept. 21	OUT
Sept. 28	Faculty: <u>Reading:</u> TBA
Oct. 5	Faculty: <u>Reading:</u> TBA
Oct. 12	Faculty: <u>Reading:</u> TBA

- Oct. 19**      **Faculty:**  
                 Reading: TBA
- Oct. 26**      **Faculty:**  
                 Reading: TBA
- Nov. 2**        **Faculty:**  
                 Reading: TBA
- Nov. 9**        **History of Counseling Psych (origins)**  
  
                 Reading: Whitely, J. (1984). A historical perspective on the development of counseling psychology as a profession. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (pp. 3-55). New York: Wiley.
- Nov. 16**      **History of Counseling Psych (growth and maturation)**  
  
                 Reading: Fretz, B., & Simon, N. (1992). Professional issues in counseling psychology: Continuity, change and challenge. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (2<sup>nd</sup> ed.) (pp. 3-36). New York: Wiley.  
  
                 Reading: Heppner, P., Casas, M., Carter, J., & Stone, G. (2000). The maturation of counseling psychology: Multifaceted perspectives: 1978-1998. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (3<sup>rd</sup> ed.) (pp. 3-49). New York: Wiley.
- Nov. 23**      **Contemporary Issues**  
  
                 Reading: Lichtenberg, J., Goodyear, R., & Genter, D. (2007). The changing landscape of professional practice in counseling psychology. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4<sup>th</sup> ed.) (pp. 21-37). New York: Wiley
- Nov. 30**      **Contemporary Issues**  
  
                 Reading: Cummings, N., & O'Donohue, W. (2005). Psychology's surrender to political correctness. In R. Wright & N. Cummings (Eds.), *Destructive trends in mental health: The well-intentioned path to harm* (pp. 3-28). New York: Routledge.  
  
                 Reading: O'Donohue, W. (2005). Cultural sensitivity: A critical examination. In R. Wright & N. Cummings (Eds.), *Destructive trends in mental health: The well-intentioned path to harm* (pp. 29-44). New York: Routledge.
- Dec. 7**        **Contemporary Issues**  
  
                 Reading: Lilienfeld, S., Fowler, K., Lohr, J., & Lynn, S. (2005). Pseudoscience, non-science, and nonsense in clinical psychology: Dangers and remedies. In R. Wright & N. Cummings (Eds.), *Destructive trends in mental health: The well-intentioned path to harm* (pp. 187-218). New York: Routledge.