Instructor: Changming Duan & CP Faculty  
Office: J.R. Pearson Hall, Rm 614  
Office Phone: (785) 864-2426  
Email: duanc@ku.edu

Course Time & Location: M: 4:30-6:30  
Office Hours: By appointment  
Credits: 1  
Classroom: 622 J. R. Pearson Hall

Prerequisites: This course is for the first year doctoral students in Counseling Psychology only.

Texts


Recommended Text:


Additional readings: Available on Blackboard. See “Schedule” on pp. 5-6 for details.

School of Education Mission Statement

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.

Counseling Psychology Program Mission Statement:

The counseling psychology doctoral program in the Department of Psychology and Research in Education has as its mission the preparation of counseling psychologists as educators, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal, educational, and vocational development of the individuals they serve and enhance the environments in which those individuals function.

Counseling Psychology Program Training Goals:

Goal I: The program produces graduates who are competent scientist-practitioner
Goal II: The program produces graduates who have found a particular path within the specialty of Counseling Psychology, about which they are both competent and passionate.

Goal III: The program provides a positive professional learning environment characterized by cooperation and respect, with an emphasis on the development of individual strengths and professional collaboration.

Course Description:

Consistent with the mission of the School of Education and Counseling Psychology training program, this course will lend itself to the development of leaders, educators, researchers, and practitioner who facilitate psychological health for all individuals and promote education and human services to enhance the health of our community. Respect for diversity and competency in multicultural education and service are emphasized to prepare students for working with and advocating for diverse individuals in the multicultural society.

This course is required for all first-year doctoral students in the department’s counseling psychology program. The course provides an orientation to the program—its faculty, curriculum, policies, and “mechanics”—and an overview of some salient issues in contemporary counseling psychology as science and practice. Students are expected to

Course Objectives:

1. To socialize incoming students into the field of counseling psychology, help them develop personal and professional goals consistent with the mission of School of Education and KU Counseling Psychology training program, and facilitate their identity development as counseling psychologists and life-long learners.

2. To help students learn, understand, and appreciate the historical origins counseling psychology, the scope of the profession, and the contemporary milieu within which counseling psychology is practiced.

3. To prepare students in meeting the challenges of developing multicultural and social justice advocacy competencies through life time.

4. To provide information and examples on career opportunities and paths in counseling psychology and promote a readiness for lifelong learning.

5. To oriented students in understanding curricular organization and sequencing of the counseling psychological doctoral program and to develop and file a program of study plan and timeline for program completion.

6. To familiarize students with the program, its requirements, and all related documents and policies presented in the Student Handbook, including policies concerning students’ rights and responsibilities, program training values, and student performance evaluation policies.

7. To encourage and ensure early faculty-student interaction and familiarize students with faculty research agendas and career progression to allow faculty to model life-long learning.

8. To provide information about counseling psychology professional ethics through reviewing the Ethical Principles of Psychologists and Code of Conduct.

Teaching/Learning Method:

The class will be run in a seminar format. All counseling psychology faculty will teach one or more sessions. Students are expected to complete the readings assigned prior to coming to class and to participate in the class discussions.

Assignments:
Learning and Professional Goals. Students are expected to develop their professional goals for the doctoral study and beyond. A draft of the goals will be due early during the semester and a revised version due toward the end of the semester.

Counseling Psychology identity essay. Students are required to write a short essay (500-800 words) in which they discuss their perceived path in becoming a competent counseling psychologist. In writing this essay, please consider our program training mission and values as well as the history and direction of development of our profession and discipline.

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.
Important Policy Statements:

**Students with Disabilities**—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the KU Professionals for Disabilities (KUPD) as soon as possible. To contact KUPD, call (785) 864-3726. Once verified, KUPD will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: [http://soe.ku.edu/kupd/support/](http://soe.ku.edu/kupd/support/)

**Academic Honesty** - The Kansas Board of Regents recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the University Senate Rules and Regulations and Faculty Senate Rules and Regulations ([https://documents.ku.edu/policies/governance/USRR.htm](https://documents.ku.edu/policies/governance/USRR.htm)). The University of Kansas outlines Student Conduct expectations and sanctions for violations, including academic dishonesty (like plagiarism and cheating). For more information see: [http://www.policy.ku.edu/](http://www.policy.ku.edu/)

**Attendance Policy**—Students are expected to attend and participate in the class. However, excused absences may be permitted and applied in a non-discriminatory manner. Excused absences may include absences due to illness of the student, illness of an immediate family member for whom the student must care, death of an immediate family member, religious observance (where the nature of the observance prevents the student for being present during class), representation of KU in an official capacity, and other compelling circumstances beyond the student’s control. Students should notify instructors of excused absences in advance, where possible, provide the documentation upon request to substantiate the excuse. Students who have an excused absence are expected and responsible to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Unexcused absences should be avoided and may result in the lowering of a student’s grade.

**English Proficiency**—Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, they may contact the Applied English Center at (785) 864-4606 for assistance. For more information see: [http://www.aec.ku.edu/](http://www.aec.ku.edu/)

**Withdrawal dates** – The University has very specific guidelines on withdrawing from classes. There are important financial and assessment implications of trying to drop a course after the deadline. The Registration and Drop Dates Schedule can be found at: [http://financialaid.ku.edu/pdf/Withdraw-Drop.pdf](http://financialaid.ku.edu/pdf/Withdraw-Drop.pdf)

**Grievance procedures**—The School of Education has policies in place for assisting students with concerns and grievances. The KU procedure for a grade appeal may be found at: [https://documents.ku.edu/policies/Education/GrievanceProcedure_Education.pdf](https://documents.ku.edu/policies/Education/GrievanceProcedure_Education.pdf). If you have concerns involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the Judicial Board level, and will be governed by Section 6 of the University Rules and Regulations on Academic Misconduct. The Dean’s Office provides a copy of this procedure to anyone who requests it.

**Bad Weather**— This class will follow the university’s decision about cancelling classes due to severe weather. Please check the KU website, your blackboard announcements section and/or your email. I will do my best to post useful messages through all of the media I can control.
**Course Schedule and Assignment Due Date:**

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading(s)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug. 22</td>
<td>INTRODUCTION/OVERVIEW</td>
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<td>Aug. 29</td>
<td>The CPSY Student Handbook</td>
<td>Handbook</td>
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<td></td>
<td>(Training goals and major policies)</td>
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<td>Sept. 5</td>
<td>Labor Day (no class)</td>
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<td>Sept. 12</td>
<td>Doc Program Planning</td>
<td>Goals (Draft)</td>
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<td>Sept. 19</td>
<td>Library research methods and resources (meeting in the computer lab in Watson Library – Ms. Lea Currie)</td>
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<td>Sept. 26</td>
<td>A career path in counseling psychology: Leadership and administration</td>
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<td></td>
<td>Faculty: <strong>Dr. Karen Multon</strong></td>
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<td>Reading: G&amp;F Chapter 1</td>
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<td>Oct. 3</td>
<td>Succeeding in graduate school and beyond: Establishing a professional identity through various career choices</td>
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<td>Faculty: <strong>Dr. Tom Krieshok</strong></td>
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<td>Oct. 10</td>
<td>Fall Break – no class</td>
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<td>Oct. 17</td>
<td>Diversity and Multicultural movements in counseling psychology</td>
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<td></td>
<td>Faculty: <strong>Dr. Changming Duan</strong></td>
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<td>Reading:</td>
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<td>Oct. 24</td>
<td>Research through Service: Serving the diverse world</td>
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<td>Faculty: <strong>Dr. Barb Kerr</strong></td>
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<td>Oct. 31</td>
<td>APA structure and governance, the profession of counseling psychology (Science and Practice)</td>
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<td></td>
<td>Faculty: <strong>Dr. Jim Lichtenberg</strong></td>
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Nov. 7  A Counseling Psychologist Identity for Life: Integrating multiple roles of a counseling psychologist.
Faculty: Dr. Tammy Mikinski

Nov. 14  Becoming a competent practitioner: Practicum training and competencies.
Faculty: Drs. Hensley and Bartell

Nov. 28  History of Counseling Psych (growth and maturation)
Faculty: Dr. Lichtenberg


Dec. 5  Handbook and Program Procedures Review
End of Semester Celebration

Handbook
Identity Essay/Goals