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OFFICE OF THE
STATE COUNCIL**Course Information**

Date Submitted: 1/5/2016

Current Prefix and Number: EDP - Edc. & Counseling Psychology , EDP 606 PROF ISSUES IN COUNSELING PSYCHOLOGY

Other Course:

Proposed Prefix and Number: EDP 606

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Educational, School and Counseling Psych

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Sharon Rostosky

Email: s.rostosky@uky.edu

Phone: 859.257.7880

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2016

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: PROFESSIONAL ISSUES IN COUNSELING PSYCHOLOGY

Proposed Title: Counseling Psychology Professional Identity, Issues, and Research Methods

c. Current Transcript Title: PROF ISSUES IN COUNSELING PSYCHOLOGY

Proposed Transcript Title: CP.Prof Identity, Issues, and Research

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A first course in the graduate curriculum in counseling psychology. Addresses professional identity, A.P.A. ethical guidelines, legal aspects of psychological practice including licensing and confidentiality, historical perspectives, training issues, and current topics of professional concern in counseling psychology.

Proposed Course Description for Bulletin: Foundational doctoral seminar in counseling psychology. Addresses professional identity, historical perspectives, training issues, and current issues in counseling psychology. Provides an introduction to counseling psychology research methodology related to evidence-based practice. Prereq: Enrollment in the doctoral program in counseling psychology

2j. Current Prerequisites, if any: Prereq: Enrollment in a post-masters program in counseling psychology.

Proposed Prerequisites, if any: Prereq: Enrollment in the doctoral program in counseling psychology

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course is being updated to comply with curriculum requirements for accreditation by the American Psychological Association. APA suggested in our last accreditation review that our curriculum needed to include more direct content related to counseling research methodology, so this content will now be part of this first year professional seminar for doctoral students in counseling psychology. Doctoral students now take a full 3 hour credit course in Professional ethics if they did not enter the program having already taken such as a course at the master's level. Before this requirement, EDP 606 included a segment on professional ethics, which is now redundant. The proposed change in content removes the redundancy and adds the suggested content in counseling research methodology to keep us compliant with our accreditation standards.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RJREES2|Robert J Reese|EDP 606 CHANGE Dept Review|20150928

SIGNATURE|MYRT|Martha L Geoghegan|EDP 606 CHANGE College Review|20151211

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDP 606 CHANGE Graduate Council Review|20160210

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete 5430606	Fall 2016 Final.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		EDP - Edc. & Counseling Psychology EDP 606 PROF ISSUES IN COUNSELING PSYCHOLOGY	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	EDP 606
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exc: 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a char course content or emphasis, or which is made necessary by the el or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		EDUCATION	Submission Date: 1/5/2016	
b. Department/Division:		Educational, School and Counseling Psych		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name:		Sharon Rostosky	Email: s.rostosky@uky.edu	Phone: 859.257.7880
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR	Specific Term: ² Fall 2016
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		PROFESSIONAL ISSUES IN COUNSELING PSYCHOLOGY	Proposed Title: *	Counseling Psychology Professional Identity, Iss and Research Methods
c. Current Transcript Title (if full title is more than 40 characters):			PROF ISSUES IN COUNSELING PSYCHOLOGY	
c. Proposed Transcript Title (if full title is more than 40 characters):			CP Prof Identity, Issues, and Research	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number): none

Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
a. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Stud.
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Stud.
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> N		
i. Current Course Description for Bulletin:					
A first course in the graduate curriculum in counseling psychology. Addresses professional identity, A.P.A. ethical guidelines, legal aspects of psychological practice including licensing and confidentiality, historical perspectives, training issues, and current topics of professional concern in counseling psychology.					
* Proposed Course Description for Bulletin:					
Foundational doctoral seminar in counseling psychology. Addresses professional identity, historical perspectives, training issues, and current issues in counseling psychology. Provides an introduction to counseling psychology research methodology related to evidence-based practice. Prereq: Enrollment in the doctoral program in counseling psychology					
j. Current Prerequisites, if any:					
Prereq: Enrollment in a post-masters program in counseling psychology.					
* Proposed Prerequisites, if any:					
Prereq: Enrollment in the doctoral program in counseling psychology					
k. Current Supplementary Teaching Component, if any:		<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both			

<p><i>Proposed Supplementary Teaching Component:</i></p>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
<p>3. Currently, is this course taught off campus?</p>	<input type="radio"/> Yes <input checked="" type="radio"/> N
<p>* <i>Proposed to be taught off campus?</i></p>	<input type="radio"/> Yes <input checked="" type="radio"/> N
<p>If YES, enter the off campus address:</p>	
<p>4.* Are significant changes in content/student learning outcomes of the course being proposed?</p>	<input checked="" type="radio"/> Yes <input type="radio"/> N
<p>If YES, explain and offer brief rationale:</p> <p>This course is being updated to comply with curriculum requirements for accreditation by the American Psychological Association. APA suggested in our last accreditation review that our curriculum needed to include more direct content related to counseling research methodology, so this content will now be part of this first year professional seminar for doctoral students in counseling psychology. Doctoral students now take a full 3 hour credit course in Professional ethics if they did not enter the program having already taken such as a course at the master's level. Before this requirement, EDP 606 included a segment on professional ethics, which is now redundant. The proposed change in content removes the redundancy and adds the suggested content in counseling research methodology to keep us compliant with our accreditation standards.</p>	
<p>5. Course Relationship to Program(s).</p>	
<p>a.* Are there other depts and/or pgms that could be affected by the proposed change?</p>	<input type="radio"/> Yes <input checked="" type="radio"/> N
<p>If YES, identify the depts. and/or pgms:</p>	
<p>b.* Will modifying this course result in a new requirement² for ANY program?</p>	<input type="radio"/> Yes <input checked="" type="radio"/> N
<p>If YES², list the program(s) here:</p>	
<p>6. Information to be Placed on Syllabus.</p>	
<p>a. <input checked="" type="checkbox"/></p>	<p>Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)</p>

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will 1 appropriate academic Council for normal processing and contact person is informed.*

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

EDP 606
Counseling Psychology Professional Identity, Issues, and Research Methods)
Thursday 1:00-3:30, TEB 207
Professor Sharon S. Rostosky (s.rostosky@uky.edu)
Director of Training, Counseling Psychology Program, University of Kentucky
Office hours after class and by appointment

Overview

"The Program philosophy is guided by three concepts: the scientist-practitioner model of training and practice, a systems perspective of person-environment interaction and interdependence, and a community perspective that values and promotes social justice" (UK Doctoral Student Handbook)

The topical focus of the fall semester is the professional identity of counseling psychologists (Program Goal 1) and counseling psychology research methodology and evidence based practice (Program Goal 2).

Course Description

Foundational doctoral seminar in counseling psychology. Addresses professional identity, historical perspectives, training issues, and current issues in counseling psychology. Provides an introduction to counseling psychology research methodology related to evidence-based practice.

Prerequisites

Enrollment in the doctoral program in counseling psychology

Specific Learning Objectives

- 1. Students will be able to describe the past, present, and future of Counseling Psychology as a specialty (Goal 1).**
- 2. Students will be informed about current issues and controversies in Counseling Psychology (Goal 1).**
- 3. Students will be able to articulate a professional identity that is consistent with the scientist-practitioner model of training and the social justice mission of the program (Goal 1-3).**
- 4. Doctoral students will understand the scientific foundation of professional practice (Competency 2.1c)**
- 5. Doctoral students will demonstrate basic knowledge of the assessment of intervention process and outcome, qualitative methods in counseling psychology, program evaluation, and participatory action research (Competency 2.4d)**
- 6. Doctoral students will practice critical thinking, academic writing, collaboration and peer-review, and verbal presentation skills (Competency 3.2c)**

Required Texts, Readings, and Materials

University of Kentucky Counseling Psychology Doctoral Handbook (Fall 2015). (found on the counseling psychology website).

- APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. *Professional Psychology: Research and Practice*, 40(4), 361-368. doi: 10.1037/a0016401
- American Psychological Association & Lichtenberg, J. W. (1999). Archival Description of Counseling Psychology. *The Counseling Psychologist*, 27(4), 589-592. doi: 10.1177/0011000099274006
- CCPTP Model Values Training Statement (2009). *The Counseling Psychologist*, 37, 641-643. DOI: 10.1177/0011000009331930 (a copy can be downloaded <http://education.uky.edu/EDP/content/counseling-psych-phd>)
- Carter, J. A., & Goodheart, C. D. (2012). Interventions and evidence in counseling psychology: A view on evidence-based practice. In N. A. Fouad, J. A. Carter & L. M. Subich (Eds.), *APA handbook of counseling psychology, Vol. 1: Theories, research, and methods*. (pp. 155-166). Washington, DC, US: American Psychological Association.
- Duncan, B. L., & Reese, R. J. (2013). Empirically supported treatments, evidence-based treatments, and evidence-based practice. In G. Stricker, T. A. Widiger & I. B. Weiner (Eds.), *Handbook of psychology, Vol. 8: Clinical psychology (2nd ed.)*. (pp. 489-513). Hoboken, NJ US: John Wiley & Sons Inc.
- Fouad, N.A., Carter, J.A., & Subich, L.M. (Eds.) (2012). *APA Handbook of Counseling Psychology* Washington, DC: American Psychological Association. (Vol 1 Chapters 1, 3-5) (*This two volume set is on reserve in the library.*)
- Heppner, P.P., Wampold, B.E., & Kivlighan, D.M. (2008). *Research design in counseling* (3rd ed.). U.S.: Brooks/Cole.
Chapter 11: Qualitative Research
Chapter 18: Outcome Research: Strategies and Methodological Issues
Chapter 19: Design Issues Related to Counseling Process Research
Chapter 21: Program Evaluation
- Kirmayer, L.J. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science & Medicine*, 75(2), 249-256. doi: 10.1016/j.socscimed.2012.03.018
- La Roche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported treatment to evidence-based practice: A cultural perspective. *Professional Psychology: Research and Practice*, 40(4), 396-402. doi: 10.1037/a0015240
- Norcross, J. C., & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy*, 48(1), 98-102.

Packard, T. (2009). The 2008 Leona Tyler Award Address. *The Counseling Psychologist*, 37(4), 610-624. doi: 10.1177/0011000009333986

Scheel, M.J. & Conoley, C.W. (2012) Psychotherapy process and outcome research in counseling psychology. In Fouad, N.A. et al. (Eds), *APA handbook of counseling psychology. Chap 8 (Vol 1)* p. 203-236. Washington, DC: American Psychological Association.

Stoltenberg, C. D., Pace, T. M., Kashubeck-West, S., Biever, J. L., Patterson, T., & Welch, I. D. (2000). Training Models in Counseling Psychology. *The Counseling Psychologist*, 28(5), 622-640. doi: 10.1177/0011000000285002

Wendt, D. C., Jr., & Slife, B. D. (2007). Is evidence-based practice diverse enough? Philosophy of science considerations. *American Psychologist*, 62(6), 613-614. doi: 10.1037/0003-066X62.6.613

Whaley, A. L., & Davis, K. E. (2007). Cultural Competence and Evidence-Based Practice in Mental Health Services: A Complementary Perspective. *American Psychologist*, 62(6), 563-574. doi: 10.1037/0003-066X.62.6.563

The Counseling Psychologist, Journal of Counseling Psychology, American Psychologist. Other psychology journals.

A highly suggested resource to help you with your writing

Silvia, P.J. (2007). *How to write a lot: A practical guide to productive academic writing.* Washington, DC: APA. (This is a very short and entertaining book that is packed with very helpful writing tips, strategies, and a nice bibliography of other writing resources).

Learning Activities and Assignments (related to each Objective)

Due Date	Assignment	Objective	Points available
9/4	APA, Div 17 exploration	1, 3	10
	Class participation/discussions of assigned readings	1-6	10
	Professional Presentation	2,3	10
10/9	Integrative Review Paper due	2, 3	25
10/16	Peer Review	6	5
Weekly	Stimulus Questions on Research Methodology	4-6	10 Each for a total of 40
			(100)

Course Grading

Grading scale for graduate students (no D for Grad Students):

- 90-100% = A
- 80 - 89% = B
- 70 - 79% = C
- Below 70%= E

Submission of Assignments

On-line essay assignments will not be accepted after the deadline. All other assignments are to be presented in hard copy form. Late papers/ presentations will be penalized 10% at the beginning of the class period and another 10% for each 24 hours following.

Attendance Policy

You are expected to attend every class and be prepared to contribute substantially to the learning community. Please refer to the University Policy on absences. More than one absence (excused or unexcused) will result in a 10 point penalty on the final grade. More than two absences will result in the student being asked to withdraw from the course.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Tentative Schedule (subject to changes and adjustments)

Date	Topic	Learning Activities Due
8/28	Introduction and Semester Overview	Review UK Counseling Psych Doctoral Handbook
9/4	Professional Identity: APA, Div 17, UK Counseling Psychology	APA and Div 17 on-line research activity due Negotiate Topics for Paper/Presentation from list below
9/11	The Scientist-Practitioner	CP Handbook Vol 1 Chap 1; Stotenberg et al (2000); Packard (2009); APA & Lichtenberg (1999)
9/18	Emerging Issues in Counseling Psychology	CP Handbook Vol 1 Chap 5
9/25	Professional Presentations on Current CP Topics	Readings TBD
10/2	Professional Presentations on Current CP Topics	Readings TBD
10/9	Research in Counseling Psychology	CP Handbook Vol 1 Chap 3 & 4 Integrative Paper due
10/16	Peer Review Process	Peer Review due
10/23	Evidence-Based Practice with Diverse Populations: Overview Focus Question: What's the fuss?	Final Paper due APA Task Force (2006). Gone (2011). Whaley, A. L., & Davis, K. E. (2007). Wendt, D. C., Jr., & Slife, B. D. (2007). La Roche, M. J., & Christopher, M. S. (2009). Kirmayer (2012).
10/30	Psychotherapy Process and Outcome Research in Counseling Psychology Focus Question: What do we know about how psychotherapy works?	Scheel & Conoley (2012) Carter, J. A., & Goodheart, C. D. (2012). Bernal, Jiménez-Chafey, & Domenech Rodríguez (2009).
11/6	Client Feedback and Psychotherapy Outcome Dr. Jeff Reese, celebrity guest	Duncan & Reese (2012) Norcross & Wampold (2011)
11/13	Designing Counseling Outcome Research	Heppner et al. (2008) Chap 18 Stimulus Questions p. 447
11/20	Designing Counseling Process Research	Heppner et al. (2008) Chap 19 Stimulus Questions p. 493
11/27	Thanksgiving	
12/04	Qualitative Methods and Participatory Action Research	Heppner et al. (2008) Chapter 11 Stimulus Questions p. 295

	Methods in Counseling Psychology	
12/11	Program Evaluation Dr. Jessica Hearn, Guest speaker	Heppner et al., (2008) Chap 21 Stimulus Questions p. 536

American Psychological Association, Division 17, and the UK Doctoral Program On-line research assignment

1. Explore the APA website (www.apa.org) for information on its history and organizational structure. Write 250 words summarizing what you learn.
2. Search APA's Practice (www.apa.org/practice), Science (www.apa.org/science), Education (www.apa.org/ed), and Public Interest (www.apa.org/pi) Directorate websites. What activities, programs, and/or roles related to these directorates are most interesting to you and why? (250-300 words).
3. What is an amicus curiae brief? Use the APA website to locate information about brief and summarize what you found in a paragraph.
4. What does it mean to integrate science and practice? See Division 17 Society of Counseling Psychology www.div17.org, <http://www.ccptp.org/policiesandprocedures/sciencepractice.html>, and the UK CP 2012 doctoral handbook. Write a one paragraph scientist-practitioner professional identity mission or goal statement to guide you for the next five years.
5. Explore a Special Interest Group or Section of interest to you on the Div 17 website. Write one paragraph about what you find and how it might support your professional identity development.
6. Join APA and Div 17 as a student member.
7. From the APA website, explore two other Division websites that are related to your specific research/practice interests. Write one paragraph on each of the two division emphasizing how each division might further your professional development.
8. Find information on pre-doctoral awards and grants. Start by looking at the APAGS website. Summarize three awards or grants that you might apply for and what you will need to do to be eligible.
9. Thinking local! Look for scholarships, fellowships, and awards that are offered through the Graduate School, the College of Education, and the Department. Which ones of these might you apply for and when is the application due?
10. Find the list of APA accredited pre-doctoral internships. Think about your career goals and pick 5 sites that interest you. What types of training experiences do you need to accumulate over the next few years to be a good "match" for each site?

Integrative Literature Review of a Counseling Psychology Topic

1. Negotiate topics so that collective learning is maximized.

Work/Vocation/Career Counseling Health Psychology Prevention/Wellness Positive Psychology Telehealth Aging Immigration Supervision and Training	Consultation Academic/Educational Development Religion & Spirituality Forensics <i>Social justice (*Focus of spring semester)</i> <i>Evidence Based Practice (*focus of Spring semester)</i>
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2. Locate recent published reviews on your topic. These articles become your "launching" point. (Hint: Start with Handbook of CP, TCP, JCP)
3. Conduct a literature search for 12-15 key empirical articles published in the past 10 years. (Make sure that you use Social Citation index as well as Psychinfo) Make a literature review summary table of these articles. (Use the format provided). **Turn this table in with your paper.**
4. Use your table to write an integrative summary of the recent empirical research in this area.
 - a. What are the key questions that have been the focus of the research?
 - b. What methods have been used?
 - c. What are the key findings?
5. Write a summary/conclusion that makes recommendations about how counseling psychologists might contribute further to this topic as scientist-practitioners. Write an introduction to your paper that explains the importance of this area and how it relates to Counseling Psychology.
6. Introduce your integrative review by explaining how you "delimited" your topic (e.g. how you made decisions about what studies to include or exclude).
7. Format your paper (headings, abstract, title page) and references using your APA style manual 6th edition.
8. Using your literature review summary table, create an annotated reading list of the 5 "must reads" for your colleagues to use.
9. Using your completed paper, create a 15 minute professional powerpoint presentation to give to the class.

Grading Criteria for Paper

Quality of Synthesis of the Literature Your Review (10 points)

Evidence of ability to locate appropriate literature on the topic. Critical analysis/evaluative skills that communicate a range and depth of understanding of the literature on the topic that you reviewed. Goes BEYOND mere summary and shows higher order thinking skills of critique, synthesis, application, etc.

Organization and development: (5 points)

Has an effective title, a logical and clear arrangement of ideas, effective transitions, unified and coherent paragraphs, and good development of ideas through use of supporting details and examples.

(The above set of instructions are to help you with this)

Clarity and Style: (5 points)

Sentences are clear and understandable. Sentence structure is varied and mature. APA style is flawlessly applied in formatting references and citations. Long strings of direct quotes are conscientiously avoided!

Writing Mechanics (5 points)

Absence of usage and grammatical errors; accurate spelling; careful proofreading; attractive and appropriate manuscript form.

Stimulus Questions on Counseling Psychology Research Methods (40 points total, 10 points each).

Submit your responses to s.rostosky@uky.edu no later than 8am on the morning they are due.