

Date of request: 15-OCT-2019

CEHD 1043

Request ID: E-2019-CECP-63

College: E

Department: CECP

Initiator name: samuel beasley

Initiator email: samuel.beasley@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course CECP 4000

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

CECP 4000

2. Proposed credit hours:

3

3. Proposed course title:

Introduction to Counseling Psychology

4. Proposed course prerequisites:

PSY 1000

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

C

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
None

10. Classification restrictions:
Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
None

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Intro to Counseling Psychology

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture

20. How many contact hours per week for this course?
4

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.

To create an introduction to counseling psychology course in the Department of Counselor Education and Counseling Psychology.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This proposal is designed to create an undergraduate course that provides an introduction to counseling psychology in the Department of Counselor Education and Counseling Psychology (CECP). Psychology represents one of the more popular undergraduate majors (Halpern, 2010). Halpern reported that more than one-third of students earning a bachelor's degree in psychology eventually enter a graduate program. Given the multiple graduate options in psychology, this course can offer undergraduate students an opportunity to explore one of the subfields of psychology (e.g., counseling psychology). This course will not only introduce students to counseling psychology, but will also allow them to compare this information to the opportunities offered by the general psychology and behavioral science majors currently offered at WMU.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Students will demonstrate an understanding of the history of psychology and the historical trends that contributed to the development of the subfield of counseling psychology.

2. Students will be able to compare and contrast the various mental health professions (e.g., clinical psychology, school psychology, counselor education, social work, marriage and family therapy).

3. Students will be aware of the five conceptual approaches in counseling psychology, including psychodynamic, existential-humanistic, behavioral, cognitive, and multicultural theories.

4. Students will learn about how race and other issues of diversity have been incorporated into theory, research and practice within counseling psychology.

5. Students will become familiar with national, state and local organizations, agencies, and resources relevant to the counseling psychology.

6. Students will be aware of contemporary issues in counseling psychology.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course is one of the core classes in the Counseling Psychology minor. Given that psychology undergraduates are interested in the topics traditionally addressed by counseling psychology (Bocanegra, Gubi, Fan, & Hansmann, 2015), this introduction to counseling psychology course would provide them with a way to explore this subfield within psychology. Additionally, the development of this course represents a response to an informal assessment indicating that our doctoral students would benefit from more teaching opportunities prior to entering the job market, and for more opportunities for multi-year funding.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This new course should have limited effect on other colleges, departments or programs. There is no course at WMU that provides students with an introduction to counseling psychology, thus there is no duplication of existing classes.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

At present, CECF primarily teaches master's and doctoral level courses. Although CECF does not offer many courses to WMU undergraduates, this course would align with our current departmental offerings given that it provides students with an introduction to counseling psychology. Thus, the addition of this course would allow undergraduates an opportunity to learn more about counseling psychology at earlier stage of their academic career. They would then be able to make more informed career decisions as they consider graduate programs.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

At present, CECF offers a limited number of undergraduate courses. The dearth of other undergraduate courses in the department reduces the possibility of program conflicts or negative impact on meeting graduation requirements. The new course is a 3-credit hour class that can be completed in one semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Undergraduate students at WMU represent the anticipated student audience for the course. Estimated enrollment for the course is 12-15 students per semester. Although this course focuses on an introduction to counseling psychology, it will provide students with information on other helping professions. This will help students clarify their post-graduate plans and potentially move more efficiently through their undergraduate programs. They would then be able to make a more informed decision as they consider their post-baccalaureate options.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This course will be taught by current Counseling Psychology doctoral students who are being supervised by CECF faculty. The course would require classroom space for class meetings. No additional equipment or technology would be required outside of existing technology in the classrooms. In terms of advising, there are no anticipated costs since the courses would be open for students who find the content useful to their professional and personal development with diverse individuals. There are no known additional burdens in regards to library holdings. There are no initial one-time or ongoing base-funding costs for the proposed program.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

O. Current catalog copy:

N/A

P. Proposed catalog copy:

This course provides students with an overview of counseling psychology as a profession. It reviews the significant historical trends that contributed to the development of counseling psychology as a health service provider subfield within psychology. It introduces students to the scientist/practitioner model and highlights the diverse populations counseling psychologists seek to serve, with a particular emphasis on race and other issues of diversity. It also explores current unresolved issues and controversies in the field, and examines how these will affect the theories and techniques of the future. In addition, it seeks to introduce the student to evolving requirements to enter the profession compared to other helping professions (e.g., clinical psychology, social work, counseling).

Department Curriculum Chair approver: Patrick Munley

Department Curriculum Chair comment:

Date: 15-OCT-2019

Department approver: Patrick Munley

Chair comment:

Date: 15-OCT-2019

**CECP 4000: Introduction to Counseling Psychology
Fall 2020**

**Western Michigan University
Department of Counselor Education and Counseling Psychology
CECP 4000: Introduction to Counseling Psychology
Fall 2020**

Hours of Credit: 3

Instructor: TBD

Office Location: TBD

Office Phone: (269) 387-5100

Email Address: TBD

Office Hours: By appointment

Class Location: Kalamazoo

Course Description from Catalog

This course provides students with an overview of counseling psychology as a profession. It reviews the significant historical trends that contributed to the development of counseling psychology as a health service provider subfield within psychology. It introduces students to the scientist/practitioner model, the target populations counseling psychologists seek to serve, the technical tools needed for practice in the years ahead, the current unresolved issues and controversies in the field, and examines how these will affect the theories and techniques of the future. In addition, it seeks to introduce the student to evolving requirements to enter the profession compared to other health service professions.

Course Objectives/Knowledge and Skill Outcomes

Objectives	Assessments of Course Objectives
Objective 1: Students will demonstrate an understanding of the history of psychology and the historical trends that contributed to the development of the subfield of counseling psychology.	<ul style="list-style-type: none">• Exams• Interview Project Paper
Objective 2: Students will be able to compare and contrast the various mental health professions (e.g., clinical psychology, school psychology, counselor education, social work, marriage and family therapy).	<ul style="list-style-type: none">• Exams• Autobiographical Statement Paper• Interview Project Paper• Career Interest Paper
Objective 3: Students will be aware of the five conceptual approaches in counseling psychology, including psychodynamic, existential-humanistic, behavioral, cognitive, and multicultural theories.	<ul style="list-style-type: none">• Exams

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Objective 4: Students will learn about how race and other issues of diversity have been incorporated into counseling psychology theory, research and practice.	<ul style="list-style-type: none">• Exams• “Hot Topic” in Psychology Presentation• Autobiographical Statement Paper• Career Interest Paper
Objective 5: Students will become familiar with national, state and local organizations, agencies, and resources relevant to the counseling psychology.	<ul style="list-style-type: none">• Exams• “Hot Topic” in Psychology Presentation
Objective 6: Students will be aware of contemporary issues in counseling psychology.	<ul style="list-style-type: none">• Exams• “Hot Topic” in Psychology Presentation• Career Interest Paper

Methods of Instruction

This course will involve lectures, presentations, large and small group discussions, and hands-on activities to engage students with the course content. Instructional methods include PowerPoints, class discussions, case studies, online videos, and activity assignments to be completed during and/or outside of class.

Required Text(s) and Readings

Gelso, C.J., Williams, E.N. & Fretz, B. R. (2014). *Counseling psychology* (3rd ed.). Washington, DC: APA. ISBN-13: 978-1433817113

Various journal articles and multimedia as assigned.

Recommended Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA ISBN-13: 978-1433805615 [This resource is also available as an e-book via the WMU library catalog.]

University and Department Policies

Academic Responsibility

Students are responsible for making themselves aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and

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computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students www.wmich.edu/disabilityservices

Academic Accommodations for Persons with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services. Disability Services for Students is located at 2210 Wilbur Ave across from Rood Hall and behind Fetzer Center, and can be contacted via telephone at (269) 387-2116. More information can be found at <http://www.wmich.edu/disabilityservices>.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. Western Michigan University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Sindecuse Health Center by visiting

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<http://www.wmich.edu/healthcenter/counseling> or calling (269) 387-1850. You can reach an on-call counselor when Sindecuse Health Center is closed using the following resources: Twenty-four emergency help is available through Gryphon Place at (269) 381-4357, the National Suicide Prevention Lifeline at (800)273-8255 or the Crisis Text Line by texting “START” to 741741.

Diversity

The Department of Counselor Education and Counseling Psychology maintains a strong and sustained commitment to the diverse and unique nature of all learners and service consumers. Thus, it is expected that all students participate in maintaining a diversity affirmative environment.

Professional and Ethical Conduct

Students in the Department of Counselor Education and Counseling Psychology are expected to abide by the ethical standards associated with their field of practice. Links to this ethical code may also be found on the CECP webpage at <http://wmich.edu/cecp/student-res/ethics.html>. Students should also review the statement on ethical standards, the CECP Department Retention Policy, and the Professional Conduct Concerns Form in their student handbook.

Assignments

The following assignments will assess the extent to which students are proficient in the course objectives:

1. Attendance and Participation

50 points

This is an interactive course, which requires each student's active participation. You are expected to each class prepared, having read and reflected on the assigned materials. Thorough reading and preparation will facilitate your participation and enhance your learning experience. The design of the course combines lecture, small and large discussions, small group activities, and exercises done both in and out of class. You are expected to contribute actively and positively to the class discussion.

It is important each student be present every class session to maximize the educational benefits of taking this course. Participation in class discussions is a critical component of the learning experience; thus if you are unable to attend class, students are responsible for contacting the instructor in advance of the day you are unable to attend. Students who miss more than TWO classes for unexcused reasons and who have not consulted with the instructor about their absences will not be able to pass this course. If a student misses class, they are responsible for obtaining the information covered in that class period from their peers.

2. Autobiographical Statement Paper

75 points

Students will submit a 3-4 page paper (12 point, Times New Roman font, double-spaced, one-inch margins) where they discuss when and how they decided to explore a career in a helping

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profession. Students should describe what they think it takes to be an effective helping professional, which of these attributes they possess, and which ones they will have to acquire in their future training. Also, students should identify what helping profession they think they are most interested in, and they think they could contribute to the helping professions with a specific emphasis on health service psychology. Finally, students should address how their salient social identities, including race and at least two other multicultural identities, will affect their work as a helping professional.

3. “Hot Topic” in Psychology Presentation

50 points

Students will work in teams to research and present a ‘hot topic’ within psychology. The goal of these presentations is to raise awareness of contemporary issues in the current world of health service psychology. Students will be able to choose from a list of several topics, such as state licensure laws, establishing a private practice, psychological assessment issues, working in integrated health settings, prevention initiatives, advocacy efforts in psychology, bias in psychological testing, use of psychology in court cases, and diversity in psychology. All presentations should include an examination of two social identity variables (e.g., race, gender, sexual orientation, social class or disability status, etc.). These group presentations should last 5-8 minutes. Teams will prepare a one page written summary.

4. Exam 1 and 2 (2 @ 100 points)

200 points

These tests will be **online and timed assessments of your knowledge**. Multiple choice, short answer and essay questions will be included on the test. The exam will assess knowledge of the Gelso, Williams, and Fretz (2014) textbook as well as information covered in class lectures and discussions. Students will have 60-90 minutes to complete the exam depending on the number of test items included on the test. The test will be open for one week and students can complete the test at their convenience during this window. **NO EXTENSIONS** will be provided to students who do not complete the test within the specified testing window. **If a student fails to take the test during the testing window, they will receive a zero for the assignment.**

If students have any problems with E-Learning while taking the test, you will need to record a video that shows the problems you are having with the test. If instructor believes the issues with E-Learning negatively affected your performance on the online examination, you will be offered an alternative arrangement to complete your exam with no penalty. If students need accommodations, see the instructor prior to the testing date to make arrangements.

5. Interview Project Paper

100 points

Students will interview one counseling psychologist or a counseling psychology doctoral student to get more information about their journey into this health service provider field of psychology. Students should also interview another helping professional (e.g., clinical psychologist, school psychologist, social worker, counselor educator, etc.). Students will submit a 5 page paper (12 point, Times New Roman font, double-spaced, one-inch margins) that compares and contrasts the work settings, training requirements, job outlook, and salaries of individuals in these two

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helping professions (Note: Salary and job outlook information can be retrieved using Bureau of Labor Statistics).

Students will also present this information in class. The 5-minute presentation will include the following pieces of information: (a) name and qualifications of the person interviewed; (b) summary of responses detailing information gleaned in the interview and (c) general reactions to the information learned during the interview.

6. Career Interest Paper

100 points

Students will discuss their interest in psychology, with a specific emphasis on counseling psychology. They should identify what particular aspects of counseling psychology are most attractive to them. Students should compare and contrast their perspective from their Autobiographical Statement and Career Interest Paper. They should discuss how their perspective has changed across the semester. Additionally, students should outline their future plans and how the information they acquired in the course relates to these plans. Students will identify how they can contribute to addressing issues related to multiculturalism and diversity within counseling psychology (e.g., populations interested in working with in future). Finally, students should identify how they can address any gaps in knowledge that would contribute to their growth as future counseling psychologists. Students will submit a 6-8 page paper (12 point, Times New Roman font, double-spaced, one-inch margins).

7. Final Exam

125 points

This comprehensive exam will be an **online and timed examination**. Multiple choice, short answer and essay questions will be included. The exam will assess knowledge of the Gelso, Williams, and Fretz (2014) textbook as well as information covered in class lectures and discussions since the midterm examination. Students will have 60-90 minutes to complete the exam depending on the number of test items included on the test. The test will be open for one week and students can complete the test at their convenience during this window. **NO EXTENSIONS will be provided to students who do not complete the test within the specified testing window.** If a student fails to take the test during the testing window, they will receive a zero for the assignment. If students need accommodations, see the instructor prior to the testing date to make arrangements.

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Evaluation Criteria

The grade for this course will be determined by calculating the total points possible in each category below:

Assignment Points Possible

Attendance and Participation	50 points
Autobiographical Statement	75 points
“Hot Topic” in Psychology Presentation	50 points
Exams	200 points
Interview Project Paper	100 points
Career Interest Paper	100 points
Comprehensive Final Exam	125 points
	<hr/>
	700 points total

Course grades will be determined using the following scale. Grades are calculated by dividing earned points by total points.

Grading

A	630 - 700 points
BA	602 - 629 points
B	560 - 601 points
CB	532 - 559 points
C	490 - 531 points
DC	462 - 489 points
D	420 - 461 points
E	419 points and below

Classroom Policies

Late-Work Policy

It is expected that students will turn in assignments when they are due. If you do not hand in an assignment when it is due, you will not earn full points on the assignment and points will be deducted for late submission. If an assignment is turned in after the posted deadline, you will automatically lose one letter grade on the assignment. (For example, if you earn an A on the assignment after it is graded, you will receive the points associated with earning a B if the assignment is turned in late.) If the assignment is handed in later than the next class session, a student will not receive credit for that assignment unless he or she has made special arrangements with the instructor. **NO INCOMPLETES WILL BE GIVEN IN THIS CLASS** except for major emergencies (e.g., hospitalization) and only after consultation with instructor.

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Communication

If a situation arises that prevents you from completing your assignments, you are responsible for contacting the instructor immediately so that arrangements can be discussed with the instructor. Please note that an option for make-up work is not appropriate for some assignments.

Cellphones and Computers

You may bring cellphones and computers to use in class. However, it is expected that you use your computer for classroom purposes and not to view social media sites (e.g., Facebook, Twitter, Instagram, etc.). Also, your cellphone should be placed on silent during class time. If emergency calls are expected, please notify me in advance.

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Tentative Schedule of Course Assignments*

	Topics	Assigned Readings
Week 1 Class 1, 2	Review Syllabus Introduction to the Field of Counseling Psychology; Why Counseling Psychology?	Gelso et al., Chapter 1
Week 2 Class 3, 4	History of Counseling Psychology	Gelso et al., Chapter 2
Week 3 Class 5, 6	Careers in Psychology and Related Helping Fields; Contemporary Issues in Counseling Psychology	Assigned readings (E-Learning) Autobiographical Statement Due
Week 4 Class 7, 8	Ethics of Counseling Psychology	Gelso et al., Chapter 3
Week 5 Class 9, 10	Diversity and Social Justice in Counseling Psychology	Gelso et al., Chapter 6
Week 6 Class 11, 12	Research in Counseling Psychology	Gelso et al., Chapter 4 Exam 1 Due
Week 7 Class 13, 14	Career/Vocational Theory and Research in Counseling	Gelso et al., Chapter 5
Week 8 Class 15, 16	Developmental Lens in Counseling Psychology; Person-environment Focus in Counseling Psychology	Assigned readings (E-Learning)
Week 9 Class 17, 18	Working with Strengths; Strengths-focused Interventions; Preventative Approaches	Gelso et al., Chapter 7

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Week 10 Class 19, 20	The Practice of Counseling Psychology	Gelso et al., Chapter 9 Interview Project Paper Due
Week 11 Class 21, 22	Science and Practice of Assessment	Gelso et al., Chapter 10
Week 12 Class 23, 24	First and Second Forces in Psychology	Gelso et al., Chapter 11-12 Assigned readings (E-Learning) Exam 2 Due
Week 13 Class 25, 26	Third and Fourth Forces in Psychology	Gelso et al., Chapter 13-14 Assigned readings (E-Learning)
Week 14 Class 27, 28	Career Psychology and Beyond the Individual: Group, Couple and Family Therapy	Gelso et al., Chapter 15-16
Week 15 Class 29, 30	Professional Identity Development; Careers in Counseling Psychology	Gelso et al., Chapter 17 Assigned readings (E-Learning) Course Evaluations Due Career Interest Paper Due
Week 16	Comprehensive Final Exam	Comprehensive Final Exam Due

***Course schedule is tentative and can be changed by instructor. Notice will be provided of any changes made.**