

University of Florida  
Department of Psychology  
Syllabus for PCO 6931: History and Contemporary Issues in Counseling Psychology  
Mondays 9:30 am - 12:30 pm, PSY 098

**Instructor:** Taewon Kim, PhD. (She/Her/Hers)  
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**Office hours:** By appointment

**Course objectives:**

1. To introduce you to the foundations of counseling psychology and counseling psychology research.
2. To familiarize you with contemporary research literature in counseling psychology.
3. To initiate your independent inquiry into a topic of interest within the field.
4. To invite you to reflect on your identity as a psychologist-in-training.
5. **To feel connected to your peers, Dr. Taewon, and other faculty members (Most important).**

**Dr. Taewon's goals:**

I believe that transformative learning would occur through an integrative process of cognitive, affective, intrapersonal, and interpersonal domains of learning. To pursue this belief,

1. I will strive to pay attention to not only cognitive learning processes but also social relations and emotional experiences in class.
2. I will strive to support you to reflect on the connections between personal experiences and systemic experiences.
3. I acknowledge that students have some personal and institutional wounds and strengths when engaging in learning. Therefore, I will strive to invite students to flexibly attend their comfort zone, courageous zone, and magic zone in class by sharing deep reflection and vulnerability.

During the class, the time structure could include:

- Professional and personal check-in: 20-30 min
- Seminar discussion: 50-60 min for articles
- Videos/Podcasts discussion: 30-40 min
- Leading faculty member interview or Research presentation: 30 min
- Logistic concerns, questions, restroom break, etc: 20-30 min

**Course Requirements:**

1. **Seminar Participation (30% in total):** Seminar participation consists of two components.
  - **1.1. Weekly discussion questions/reflections (15%):** Please reflect on the readings each week and upload one discussion question or comment for each article by **Thursday at 11:59 pm on Canvas' discussion thread. Use the reply function. I will read your questions and reflections very carefully and bring some of them into our class discussion each week.** There is a separated rubric that specifies my expectations of your behavior.
    - i. **Radical self-care: We are humans.** We need to nourish and attend to our basic needs. Thus, you can drop **up to two weeks** of your questions/reflections, meaning that you do not need to upload your questions for two weeks in total. However, **you should still read materials and participate in discussions. Be respectful to your classmates and me.**
    - ii. **No simple question/statement is allowed.** The examples could include:
      1. Clarification of something that doesn't make sense to you (Point it out so we can talk about it in class! Learning new things is why we're here).
      2. Your feelings about the articles. What makes you feel that way?
      3. A connection between readings or between this week's readings and the previous week's.
      4. Your disagreement with a particular claim in the readings (explain why the claim is not the case, and why it matters).
      5. Ideas for future research studies that would build on the articles.
      6. Connections to our personal and societal experiences (How do the readings shed light on your own experiences?).
      7. How readings this week could be applied to our clinical and/or social justice work?
      8. Anything else (feel free to get creative).
  - **1.2. Group participation (15%):** Much of the learning in this class will come from group discussions. For each class, you should be prepared to contribute your thoughts and reactions to that day's readings/videos during group discussion.
    - i. As we want to be empathetic psychologists, your bodily, cognitive, and emotive presence will be valued! I will be attending to your level of preparedness (e.g., your comments about the materials) and your level of engagement (e.g., frequency of contribution, attention to self and others' reactions/comments, and relevance and thoughtfulness of participation).
    - ii. Guidelines for the group participation:
      1. Normalizing/validating experiences
      2. Approaching people's experiences with curiosity
      3. Asking about contexts (e.g., exploration of the identities)
      4. Recognizing the risk involved in offering feedback
      5. Examining the feedback with openness and curiosity (Feedback is LOVE!)
      6. Utilizing feedback as an opportunity for self-reflection

2. **Leading a faculty member interview (10%):** You will conduct one **30-minute interview** with a counseling psychology program faculty member and facilitate the class's interaction with this person. The purpose is to help you and your peers get to know faculty members. Please check out the faculty member's CV, website, and recent publications before generating questions. You can ask any questions that you want for the faculty member (e.g., research-related questions based on their CV, survival tips at a doctoral program, practicum placement information, etc)! Leading an interview will prepare you for when you interview for practicum/internship sites and jobs. There is a rubric that specifies my expectations of your behavior.
3. **Counseling psychology identity development (30% in total):**
  - **Counseling psychology identity paper (20%):** You are the next generation of counseling psychologists, and we are writing the history. How do you want to become a counseling psychologist in training? **The paper should be a maximum of eight pages double-spaced in 12-point font and should be in strict APA style.** Below are the prompts:
    - i. Discuss your motivations for pursuing a PhD in counseling psychology.
    - ii. Describe your identity as a counseling psychologist in training. Reflect on your identities, cultural self, and your individual and community values.
    - iii. How do your identities and values align (or do not align) with the four central values/six clusters of directions in counseling psychology (Scheel et al., 2018)?
    - iv. Consider what challenges or opportunities may arise for you as you move through the program.
  - **Counseling psychology identity presentation (10%):** You will provide a presentation of your counseling psychology identity paper with a PowerPoint file. I hope presenting your identity paper will help you feel connected with each other. The presentation would take approximately **25 minutes (20 minutes of the presentation and 5 minutes of reflection)**. **Please upload your PPT file on Canvas by Monday 9:29 am on 10/16.**
4. **Research (30% in total)**
  - **5.1. Research proposal (15%):** You will write a research proposal paper. This develops a skill you will need for completing a master's thesis, doctoral dissertation, and grant proposals. You will choose a particular topic area within the counseling psychology literature. **Please do not use a completed project** as the basis for this proposal. Throughout the development and writing of this proposal, **you should be getting feedback from your graduate advisor.** This paper is not intended to be your thesis proposal, but could serve as a foundation for it.
    - i. Your paper should include a summary and critical evaluation of the empirical and theoretical literature in your topic area, build a rationale for your research question(s), articulate your research question(s) or hypotheses, and provide

the methodology and appropriate analytic techniques to test your research question(s) or hypotheses.

- ii. **This paper should be no longer than 10 pages (excluding the title page, abstract, tables, figures, and references). This paper should be in APA style and is due at the beginning of our last class.** Your paper will be graded according to the rubric listed.
  - iii. **Please upload your proposal on Canvas by Monday 9:29 am on 10/16.**
- **5.2. Research presentation (15%):** You will be required to provide a 25-minute presentation of your research proposal to the class with a PowerPoint file (**20 minutes of the presentation and 5 minutes of questions/discussions**). Doing this will prepare you for giving the presentation for your master's thesis/dissertation proposals/research presentation at a conference. Your professionalism along with the overall quality of the presentation determines your grade on this presentation. Please see the grading rubric. **Please upload your PowerPoint file on Canvas by Monday 9:29 am on the date that you are presenting.**

<b>List of Topics Covered and Critical Dates</b>			
<b>Date Week</b>	<b>In Class Activity</b>	<b>Issues of the Week</b>	<b>Readings/Videos</b>
8/28 Wk. 1	<ul style="list-style-type: none"> <li>• Exercise for connecting</li> <li>• Review syllabus</li> <li>• How do you want to receive my feedback about your final paper?</li> <li>• Select research presentation turns and interviewers</li> <li>• Assign writing pairs</li> </ul>	Learning about one another, how to work with one another, and course overview	No articles to read!
9/11 Wk. 2	<ul style="list-style-type: none"> <li>• Dr. Alvin Alvarez, Navigating White supremacy in academia (all): <a href="https://www.youtube.com/watch?v=soRUQqwhqVg">https://www.youtube.com/watch?v=soRUQqwhqVg</a></li> <li>• Faculty interview 1:</li> </ul>	What is counseling psychology?	<ul style="list-style-type: none"> <li>• Fouad et al. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels.</li> <li>• Scheel et al. (2018). Counseling psychology model training program.</li> </ul>
9/18 Wk. 3	<ul style="list-style-type: none"> <li>• Decolonize Your Mind (3:48-16:56) <a href="https://www.youtube.com/watch?v=yOor44jzhDo">https://www.youtube.com/watch?v=yOor44jzhDo</a></li> <li>• Faculty interview 2:</li> </ul>	Historical Issue #1: Early history and the creation of the myth.	<ul style="list-style-type: none"> <li>• Whiteley Chapters. Intro, 1, &amp; 2.</li> <li>• Parsons (1904) (Only for skimming. No discussion questions are required for this)</li> </ul>
9/25 Wk. 4	<ul style="list-style-type: none"> <li>• Dr. Victoria McNeill-Young: Multicultural mistakes (28:50-41:48): <a href="https://www.youtube.com/watch?v=j5SJYglf_5c">https://www.youtube.com/watch?v=j5SJYglf_5c</a></li> </ul>	Historical Issue #2: Late history.	<ul style="list-style-type: none"> <li>• Whitely (2019). Counseling Psychology: From Defining the Field to Promoting World Peace.</li> <li>• Munley et al. (2004). Counseling psychology in the United States of America.</li> </ul>

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	<ul style="list-style-type: none"> <li>Faculty interview 3:</li> </ul>		
10/2 Wk. 5	<ul style="list-style-type: none"> <li>Dr. EJR David, Filipino: <a href="https://www.youtube.com/watch?v=3_kb9hDOLII">https://www.youtube.com/watch?v=3_kb9hDOLII</a></li> <li>Dr. Kevin Nadal, Cultural racism: <a href="https://www.youtube.com/watch?v=5DZpGG-qFc">https://www.youtube.com/watch?v=5DZpGG-qFc</a></li> <li>Faculty interview 4:</li> </ul>	Historical Issue #3: Where are we going? - 1	<ul style="list-style-type: none"> <li>Lichtenberg et al (2018). Portrait of counseling psychology: Demographics, roles, activities, and values across three decades.</li> <li>Kim (2019). The past and the future of The Counseling Psychologist.</li> </ul>
10/9 Wk. 6	<ul style="list-style-type: none"> <li>Hoffman Report: <a href="https://www.youtube.com/watch?v=8oyP0_5ifrY">https://www.youtube.com/watch?v=8oyP0_5ifrY</a></li> <li>Faculty interview 5:</li> </ul>	Historical Issue #4: Where are we going? - 2	<ul style="list-style-type: none"> <li>DeBlaere et al. (2019). Social Justice in Counseling Psychology: Then, Now, and Looking Forward.</li> <li>Elkins, D. N. (2016). The American psychological association and the Hoffman report.</li> </ul>
10/16 Wk. 7	<ul style="list-style-type: none"> <li>Presentation day!</li> </ul>	Our History: Who are you as a psychologist-in-training?	<ul style="list-style-type: none"> <li>No articles to read!</li> <li>Upload your PPT file on Canvas by Monday 9:29 am on 10/16.</li> </ul>
10/23 Wk. 8	<ul style="list-style-type: none"> <li>Psychology of Working: <a href="https://www.youtube.com/watch?v=9DRSAGhkWRk">https://www.youtube.com/watch?v=9DRSAGhkWRk</a></li> <li>Faculty interview 6:</li> </ul>	Contemporary Issue #1: Contemporary vocational psychology	<ul style="list-style-type: none"> <li>Brewster &amp; Molina (2021) Centering matrices of domination: Steps toward a more intersectional vocational psychology.</li> <li>Owens et al (2019). The strengths-based inclusive theory of work.</li> </ul>
10/30 Wk. 9	<ul style="list-style-type: none"> <li>Dr. Liu, Coping with racism: <a href="https://www.youtube.com/watch?v=5J3BTqpMRmk">https://www.youtube.com/watch?v=5J3BTqpMRmk</a></li> <li>Research presentation 1:</li> </ul>	Contemporary Issue #2: Response to racism and white supremacy	<ul style="list-style-type: none"> <li>French et al (2019). Toward a Psychological Framework of Radical Healing in Communities of Color.</li> <li>Grznka et al (2019). White Supremacy and Counseling Psychology: A Critical–Conceptual Framework</li> </ul>
11/6	<ul style="list-style-type: none"> <li>President Rosie Phillips Davis on</li> </ul>	Contemporary Issue #3: Intersectionality	<ul style="list-style-type: none"> <li>Moradi, B., &amp; Grzanka, P. R. (2017). Using intersectionality</li> </ul>

<p>Wk. 10</p>	<p>Deep Poverty: <a href="https://www.youtube.com/watch?v=H3xJp4ICLWM">https://www.youtube.com/watch?v=H3xJp4ICLWM</a></p> <ul style="list-style-type: none"> <li>• Research presentation 2:</li> </ul>		<p>responsibly: Toward critical epistemology, structural analysis, and social justice activism.</p> <ul style="list-style-type: none"> <li>• Liu, W. M (2017). White male power and privilege: The relationship between White supremacy and social class. <i>Journal of Counseling Psychology</i>, 64(4), 349–358.</li> </ul>
<p>11/13 Wk. 11</p>	<ul style="list-style-type: none"> <li>• No One Writes Alone: Peer Review in the Classroom: <a href="https://youtu.be/Y8CX0J3ILc">https://youtu.be/Y8CX0J3ILc</a></li> <li>• Research presentation 3:</li> </ul>	<p>Contemporary Issue #4: Peer review workshop!</p>	<ul style="list-style-type: none"> <li>• <b><u>No need to upload weekly discussion questions</u></b></li> <li>• Short discussion             <ul style="list-style-type: none"> <li>○ Straub, R. (1999). Responding—really responding—to other students’ writing.</li> <li>○ Peer Review Types of Feedback</li> </ul> </li> <li>• <b>Bring the physical copy of your first draft research proposal</b></li> <li>• <b>Bring your laptop (Let me know if you do not have one)</b></li> </ul>
<p>11/20 Wk. 12</p>	<ul style="list-style-type: none"> <li>• Dr. Wilcox et al, Who’s Multiculturally Competent? Everyone and Nobody: A Multimethod Examination <a href="https://journals.sagepub.com/page/tcp/podcasts">https://journals.sagepub.com/page/tcp/podcasts</a></li> <li>• Research presentation 4:</li> </ul>	<p>Contemporary Issue #5: The scientist-practitioner model</p>	<ul style="list-style-type: none"> <li>• Bieschke et al. (2004). The scientifically-minded psychologist: Science as a core competency</li> <li>• APA Task Force on Evidence-Based Practice (2006)</li> </ul>
<p>11/27 Wk. 13</p>	<ul style="list-style-type: none"> <li>• The post-colonial predicament for American Indian Mental Health</li> </ul>	<p>Contemporary Issue #6: Best practices in research methods and design</p>	<ul style="list-style-type: none"> <li>• Singh et al. (2020). Using the Multicultural and Social Justice Counseling Competencies to Decolonize Counseling Practice:</li> </ul>

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	<p>Services (38:00-53:00):  <a href="https://www.apa.org/international/global-insights/decolonial-psychology">https://www.apa.org/international/global-insights/decolonial-psychology</a></p> <ul style="list-style-type: none"> <li>• Research presentation 5:</li> </ul>		<p>The Important Roles of Theory, Power, and Action.</p> <ul style="list-style-type: none"> <li>• Fine et al. JCP (2021) Critical Participatory Action Research.  <a href="https://psycnet.apa.org/fulltext/2021-49352-007.pdf">https://psycnet.apa.org/fulltext/2021-49352-007.pdf</a></li> </ul>
12/4 Wk. 14	<ul style="list-style-type: none"> <li>• Living Our Values with Unapologetic Boldness,  <a href="https://www.youtube.com/watch?v=k4ISnN3pai0">https://www.youtube.com/watch?v=k4ISnN3pai0</a></li> <li>• Research presentation 6:</li> </ul>	Contemporary Issue #7: Adaptation of evidence-based practices for diverse service contexts	<ul style="list-style-type: none"> <li>• Gone, J. P (2021). Decolonization as methodological innovation in counseling psychology: Method, power, and process in reclaiming American Indian therapeutic traditions.</li> <li>• Matsuno, E (2019). Nonbinary-affirming psychological interventions.</li> </ul>
12/11 Wk. 15	<ul style="list-style-type: none"> <li>• No Class</li> <li>• Research Proposal</li> </ul>		<ul style="list-style-type: none"> <li>• Please upload your proposal on Canvas by Monday 9:29 am on 12/11.</li> </ul>
<p><b>Note.</b>                  = interviewing Dr. Heesacker                  = interviewing Dr. Duffy                  = interviewing Dr. Moradi                  = interviewing Dr. Zhou                  = interviewing Dr. Abreu                  = interviewing Dr. Kim</p>			

Grading Scale:

Grade	Percentage
A	≥ 92%
A-	90%-91%
B+	88%-89%
B	82%-87%
B-	80%-81%
C+	78%-79%
C	72%-77%



C-	70%-71%
D+	68%-69%
D	62%-67%
D-	60%-61%
E	≤ 59%

**Covid-related expectations:** In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.”

**Class attendance:** Students are expected to attend every class, **either desirably in-person or virtually**. If there are reasons a student *must* miss a class, those must be documented to and discussed with the instructor.

**Make-up work:** Time to make up missed work will be given in the event that in the instructor's opinion the student has provided sufficient documentation of the necessity of the delay or absence. Students are expected to complete their assignments on-time and to overcome barriers to achievement.

**Disability accommodation:** Students requesting classroom accommodation must first register with the Disability Resource Center in the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Academic honesty:** The University's honesty policy regarding cheating and use of software: The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."* Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. These policies will be vigorously upheld at all times in this course.

**Students with distress:** Phone numbers and contact sites for the University Counseling and Wellness Center: 3190 Radio Road during office hours Monday through Friday, 8:00 a.m. - 5:00 p.m., call (352) 392-1575. For emergencies occurring in the evening or on the weekend, crisis counseling services are available through the Alachua County Crisis Center by calling (352) 264-6789.