UNIVERSITY
AT ALBANY
State University of New York

November 16, 2015

Dr. Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, New York 12246

Dear Dr. Cartwright:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal for modest update to our licensure qualifying Ph.D. program in Counseling Psychology.

This proposal has been fully considered and approved through our campus governance system. We are appreciative for anticipated efforts by staff in your Office of Program Review for the consideration of the proposal. Should there be any technical questions or the need for additional materials, please have inquiries directed to Jonathan Bartow, Vice Dean for Graduate Education (jbartow@uamail.albany.edu) at our campus. As always, we thank you for your on-going support.

Sincerely,

James R. Stellar
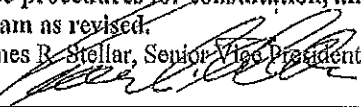Senior Vice President for Academic Affairs and Provost

Enclosure
c. Dean Kevin Williams
    Dean Robert Bangert-Drowns
    Vice Dean Jon Bartow

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,[1] a Chief Executive or Chief Academic Officer must submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	1. Institution Name: University at Albany 2. Institution's 6-digit SED Institution Code: 210500 3. Institution's Address: 1400 Washington Ave., Albany, NY 12222 4. *Additional Information: Specify each campus and its 6-digit SED Institution Code where the program is registered and where the proposed changes would apply.*
b) The Registered Program to be Changed	1. Program title: Counseling Psychology 2. Award (e.g., B.A., M.S.): PhD 3. Number of Required Credits: Minimum [76] If tracks or options, largest minimum [ ] 4. HEGIS Code: 2004 5. SED Inventory of Registered Programs (IRP) 5-digit Program Code: 81217 6. Anticipated effective date of the change in the program(s) (mm/dd/yyyy): 08/26/2015 7. If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s): 08/01/2022
c) Contact Person for This Proposal	Name and title: Myrna L. Friedlander, PhD, Professor and Director of Doctoral Training Telephone: 518-442-5049 E-mail: mfriedlander@albany.edu
d) CEO (or designee) Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the program as revised. Name and title: James R. Stellar, Senior Vice President for Academic Affairs and Provost Signature and date: 11/16/15
	If the revised program will be registered jointly[2] with one more other institutions, provide the following information for each partner institution. The signature confirms support of the changes.
	Partner institution's name: None Name and title of partner institution's CEO: Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-21

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[1] To propose changes that would create a new program, the Program Revision Proposal form for Creating New Program(s) from Existing Program(s) is required.
[2] If the partner institution is non-degree-granting, see CEO Memo 94-04.

Section 2.1. Changes in Program Content

a) **Check all that apply. Describe each proposed change and why it is proposed.**

[ ] Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
[ ] Changes in a program's focus or design
[ ] Adding or eliminating one or more options, concentrations or tracks
[x]Adding or eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience)

Add Multicultural Counseling as a required course. At present, we have one elective within the Professional Core cluster of courses. We would like to convert this elective to require ECPY 750 (Multicultural Counseling) in order to be consistent with professional competency standards for health service psychologists. This course has been taught for several years as an elective. The syllabus for this existing course is appended.

Add Multivariate Methods as a required course. A second elective course within the Measurement/Statistics cluster of courses, Multivariate Methods for Research (currently taught under EPSY 751, but also taught as ECPY 725, Multivariate Applications in Counseling Psychology), will now become a required course. In other words, students will be able to take either EPSY 751 or ECPY 725 to fulfill this requirement. The syllabus for the 751 course is appended.

Require only one career theory/research course. Currently, students must take two career courses (ECPY 605 Advanced Career Development and ECPY 708 (Theories of Career Development in Counseling Psychology) for 3 credits each, total 6 credits. We propose to require only one of these courses. Specifically, students entering the PhD program without advanced standing credits in career theory will take ECPY 605, which will have more introductory material than ECPY 708, whereas students entering the PhD program with advanced standing credits in career theory will take ECPY 708, which will have less introductory material.

Add Seminar in Social Psychology as an elective to meet the social psychology requirement. A new course, Seminar in Social Psychology: From Basic Theory to Health-Related Applications (ECPY 760) will be included as one of several possible courses within the social psychology cluster of Basic Psychology courses that satisfy this basic psychology requirement. The syllabus for this course is appended.

Add two scholarship requirements. In addition, we would like to add two pre-candidacy scholarship requirements. Addition of these requirements will enhance the research competencies of our PhD students and better prepare them for completion of the dissertation, as follows: (1) students must present a first-authored paper or poster at a regional, national, or international psychology conference, and (2) students must submit a first-authored scientific manuscript to a refereed journal in psychology. Both scholarship requirements must be completed prior to achieving doctoral candidacy.

[ ] Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in Section 3.47(c)(1-4) of Regents Rules

b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes. All changes are highlighted in grey.

Existing courses:	Proposed revision (changes in grey):

Area A: Professional Core in Counseling Psychology (33 credits, minimum)

ECPY 601 Introduction to Counseling
    Theory & Practice (3)
	ECPY 601 Introduction to Counseling
	    Theory & Practice (3)

ECPY 605 Advanced Career Development (3)	ECPY 605 Advanced Career Development (3) **OR**

ECPY 708 Theories of Career Development
    in Counseling Psychology (3)
	ECPY 708 Theories of Career Development
	    in Counseling Psychology (3)

ECPY 702 Ethics & Professional Issues
    in Counseling Psychology (3)
	ECPY 702 Ethics & Professional Issues
	    in Counseling Psychology (3)

ECPY 704 Theory, Research, & Practice
    in Counseling Psychology I (3)
	ECPY 704 Theory, Research, & Practice
	    in Counseling Psychology I (3)

ECPY 705 Theory, Research, & Practice
    in Counseling Psychology II (3)
	ECPY 705 Theory, Research, & Practice
	    in Counseling Psychology II (3)

ECPY 706 Assessment in Counseling
    Psychology I (3)
	ECPY 706 Assessment in Counseling
	    Psychology I (3)

ECPY 707 Assessment in Counseling
    Psychology II (3)
	ECPY 707 Assessment in Counseling
	    Psychology II (3)

ECPY 718 Group Counseling
    Research and Practice (3)
	ECPY 718 Group Counseling
	    Research and Practice (3)

ECPY 820 Proseminar in Research
    in Counseling Psychology (3)
	ECPY 820 Proseminar in Research
	    in Counseling Psychology (3)

ECPY 840 Supervision and Consultation (3)	ECPY 840 Supervision and Consultation (3)
Elective	ECPY 750 Multicultural Counseling (3)

Area B: Supervised Practice in Counseling Psychology (18 credits, minimum)

ECPY 700 Pre-practicum in Counseling Psychology (3)	ECPY 700 Pre-practicum in Counseling Psychology (3)

ECPY 805 Doctoral Practicum
    in Counseling Psychology I (6)
	ECPY 805 Doctoral Practicum
	    in Counseling Psychology I (6)

ECPY 806 Doctoral Practicum
    in Counseling Psychology II (6)
	ECPY 806 Doctoral Practicum
	    in Counseling Psychology II (6)

ECPY 808 Doctoral Practicum
    in Specialized Procedures (3)
	ECPY 808 Doctoral Practicum
	    in Specialized Procedures (3)

Area C: Statistics and Research Design (12 credits, minimum)

EPSY 630 Statistics II (3)	EPSY 630 Statistics II (3)

ECPY 767 Research Principles and
    Methods in Counseling (3)
	ECPY 767 Research Principles and
	    Methods in Counseling (3)

ECPY 724 Regression Analysis
    for Counseling Research (3)
	ECPY 724 Regression Analysis
	    for Counseling Research (3)

ECPY 725 Multivariate Analysis (3)	ECPY 725 Multivariate Analysis (3) **OR** EPSY 751 Multivariate Analysis (3)

Area D: Psychological Foundations (15 credits, minimum, 3 per area)

D1: Biological Bases of Behavior

Possible courses: APSY 514 Hormones, Brain and Behavior (3); APSY Proseminar in Biopsychology (3); APSY 745 or ECPY 730 Psychopharmacology (3); APSY 777 Clinical Neuropsychology; and ESPY 672 (Developmental Neuropsychology)(3)

D2: Cognition/Affective Bases of Behavior

EPSY 610 Advanced Educational
   Psychology: Learning & Instruction (3)

D3: Individual Bases of Behavior

Possible courses: APSY 604 Proseminar in Developmental Psychology (3); APSY 623 Advanced Child Development (3); APSY 640 Psychopathology(3) ; EPSY 623 Advanced Developmental Psychology (3); EPSY 721 Comparative Theories of Human Development (3); EPSY 725 Seminar in Human Development (3); ECPY 630 Behavior Disorders (3) plus auditing a developmental course listed above

D4: Social Bases of Behavior

Possible courses: APSY 604 Proseminar in Social Psychology (3); APSY 606 Social Psychology II (3); APSY 641 Survey of Organizational Psychology (3); APSY 730 The Self (3); ESPY 673 Social Psychology Foundations in Professional Psychology (3). Students without a solid foundation course in social psychology must take either APSY 605 or EPSY 798.

D5: History and Systems of Psychology

EPSY 750 or APSY 610
History of Psychology (3)

D4: Social Bases of Behavior

Possible courses: APSY 604 Proseminar in Social Psychology (3); APSY 606 Social Psychology II (3); APSY 641 Survey of Organizational Psychology (3); APSY 730 The Self (3); ESPY 673 Social Psychology Foundations in Professional Psychology (3) **OR** ECPY 760 Seminar in Social Psychology: From Basic Theory to Health-Related Applications (3). Students without a solid foundation course in social psychology must take either APSY 605, ESPY 798, or ECPY 760.

D5: History and Systems of Psychology

EPSY 700 or APSY 610
History of Psychology (3)

Additional Coursework (3 credits, minimum)

ECPY 895 Doctoral Internship (2)
ECPY 899 Doctoral Dissertation (at least 1)

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a) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the *SUNY Faculty Table* provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with <u>SUNY policy on credit/contact hours</u>), general course requirements, and expected student learning outcomes.*

Please see appended syllabi for EPSY 751, ECPY 750, and ECPY 760.

c) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

There will be no additional costs, as the course changes will not involve adding credits to the required number for graduation. The scholarship requirements involve no tuition costs to students.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

[ ] Program title
[ ] Program award
[ ] <u>Mode of delivery</u>
NOTES: (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a <u>Distance Education Format Proposal</u> as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.
[ ] <u>Format change(s)</u> (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
1)   State proposed format(s) and consider the consequences for financial aid
2)   Describe availability of courses and any change in faculty, resources, or support services.
[ ] A change in the total number of credits in a certificate or advanced certificate program
[x] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that <u>do not</u> <u>involve</u> a course or courses that satisfy one of the required content areas in the profession.

As described above, the changes do not involve additional credits but (1) only substituting 2 elective courses within the Professional Core (Area A) and Measurement/Statistics (Area C) clusters of courses for required courses (ECPY 750, Multicultural Counseling; and EPSY 751, Multivariate Analysis), (2) adding ECPY 760, Seminar in Social Psychology, a new course, as a potential course to satisfy a Basic Psychology requirement (Area D4); and (3) adding two pre-candidacy scholarship requirements, which are not related to coursework but rather to the research competencies that all PhD students must demonstrate in order to complete our doctoral program successfully.

These changes are necessary because our accrediting institution, the American Psychological Association, has standards for accreditation that require training in (1) multicultural counseling, (3) research methodology/statistics and (4) social psychology. In order to be certain that all students complete coursework relative to these accreditation standards, we want to make the changes described earlier.

Additionally, since ours is a "scientist-practitioner" model of doctoral psychology training, it is essential that all students demonstrate sufficient skills in advanced statistics to contribute original research to the field of counseling psychology. For that reason, multivariate analysis (which has become an essential statistical skill for psychology research) needs to be taught to all students rather than taught as an elective.

We added the new course, Seminar in Social Psychology: From Basic Theory to Health-Related Applications (ECPY 760), in order to better prepare our doctoral students to apply basic social psychology theory and research to health psychology. (Integrated medical care is likely to be the setting where many licensed psychologists will be

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working in the future. Indeed, all applied psychologists are now called "health service psychologists" by the American Psychological Association.)

Finally, With respect to the proposed new, pre-candidacy scholarship requirements, although every PhD student must complete an empirical dissertation, for some students research is a daunting task because the dissertation is their first independently run research study. By adding the two requirements (that students present at a scientific conference and submit a research study for publication), we hope to more adequately prepare students for the dissertation and for lifelong contributions to our professional knowledge base.

Section 3. Sample Program Schedule

a) For **undergraduate programs**, complete the *SUNY Undergraduate Sample Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a *Sample Program Schedule* for each one.

NOT APPLICABLE

NOTE: The Undergraduate Schedule must show all curricular requirements and demonstrate that the program conforms to SUNY's and SED's policies.
- *It must show how a student can complete all program requirements within SUNY credit limits, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in approved SUNY GER courses, with at least 3 credits each in Basic Communication and Mathematics, plus no fewer than three credits each in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages.*
- *It must show how students can complete Liberal Arts and Sciences (LAS) credits appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete an appropriate number of SUNY Transfer Path (TPath) courses (from the Transfer Path Requirement Summary) within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy.*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a Waiver Request – a different form – with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Sample Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

b) For **graduate programs**, complete the *SUNY Graduate Sample Program Schedule*. If the program has separate tracks or concentrations, complete a *Sample Program Schedule* for each one.

NOTE: The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from Part 52.2(c)(8) through (10) of the Regulations of the Commissioner of Education are met.

SUNY Graduate Sample Program Schedule *OPTION*:

Program/Track Title and Award: __ PhD in counseling psychology

a) Indicate academic calendar type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe): ____

b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term 1: Fall 1

Course Number & Title	Credits	New	Co/Prerequisites
Intro to Counseling Theory & Practice (ECPY 601)	3		Graduate in counseling program
Pre-practicum in Counseling Psychology (ECPY 700)	3		Doctoral student in counseling psychology
Advanced Career Development (ECPY 605)	3		
Research Principles and Methods in Counseling (ECPY 767)	3		Undergraduate coursework in statistics
Advanced Learning & Instruction (EPSY 610)	3		Consent of instructor
Term credit total:	15		

Term 2: Spring 1

Course Number & Title	Credits	New	Co/Prerequisites
Assessment in Counseling Psychology I (ECPY 706)	3		Doctoral student in counseling psychology
Ethics and Professional Issues (ECPY 702)	3		Doctoral student in counseling psychology
Statistical Methods II (EPSY 630)	3		Statistics I (ECPY 530) or equivalent
History and Systems of Psychology (EPSY 700)	3		
Psychopharmacology with Diverse Populations (ECPY 730)	3		Consent of instructor
Term credit total:	15		

Term 3: Fall 2

Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practicum I in Counseling Psychology (ECPY 805)	6		ECPY 706 and doctoral student in counseling psychology
Theory, Research & Practice in Counseling Psychology I (ECPY 704)	3		ECPY 601 and doctoral student in counseling psychology
Assessment in Counseling Psychology II (ECPY 707)	3		ECPY 706 and doctoral student in counseling psychology
Multicultural Counseling (ECPY 750)	3		Doctoral student in counseling psychology; previously an elective—now will be required
Term credit total:	15		

Term 4: Spring 2

Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practicum II in Counseling Psychology (ECPY 806)	6		ECPY 805 and doctoral student in counseling psychology
Theory, Research & Practice in Counseling Psychology II (ECPY 705)	3		ECPY 704 and doctoral student in counseling psychology
Regression Analysis for Counseling Research (ECPY 724)	3		EPSY 630 or equivalent
Survey of Psychopathology (APSY 640)	3		Consent of instructor
Term credit total:	15		

Term 5: Fall 3

Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practice in Special Populations in Counseling Psychology (ECPY 808)	3		ECPY 805 and 806; doctoral student in counseling psychology

Term 6: Spring 3

Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practice in Special Populations in Counseling Psychology (ECPY 808)	3		ECPY 805 and 806: doctoral student in counseling

(continued)

Course Number & Title	Credits	New	Co/Prerequisites
Foundations and Techniques of Group Counseling (ECPY 718)	3		psychology. Previously an elective – now will be required
Seminar in Social Psychology: From Basic Theory to Health-Related Applications (ECPY 760)	3	X	Doctoral student in a mental health related program
Independent Study in Counseling Psychology (ECPY 890)	3		Consent of instructor
Term credit total:	12		

Course Number & Title	Credits	New	Co/Prerequisites
Multivariate Methods for Research (EPSY 751)	3		
Proseminar in Research in Counseling Psychology (ECPY 820)	3	X	Doctoral research methods and statistics courses
Research tool	3		Consent of advisor
Term credit total:	12		

Term 7: Fall 4

Course Number & Title	Credits	New	Co/Prerequisites
Doctoral Dissertation (ECPY 899)	1		Formal acceptance of proposal by dissertation committee
Supervision and Consultation (ECPY 840)	3		2 years of supervised clinical practica; previously an elective – now will be required
Term credit total:	4		

Term 8: Spring 4

Course Number & Title	Credits	New	Co/Prerequisites
Doctoral Dissertation (ECPY 899)	1		Formal acceptance of proposal by dissertation committee
Term credit total:	1		

Term 9: Fall 5

Course Number & Title	Credits	New	Co/Prerequisites
Internship in Counseling Psychology (ECPY 895)	1		ECPY 805, 806, 808 and major course requirements in the counseling psychology program, as well as consent of faculty and doctoral training director
Term credit total:	1		

Term 10: Spring 5

Course Number & Title	Credits	New	Co/Prerequisites
Internship in Counseling Psychology (ECPY 895)	1		ECPY 805, 806, 808 and major course requirements in the counseling psychology program, as well as consent of faculty and doctoral training director
Term credit total:	1		

Program Total:	Total Credits: 76 minimum	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Doctoral Qualifying Examination; Dissertation (ECPY 899); conference presentation and manuscript submission

New: X if new course   Prerequisite(s): list prerequisite(s) for the listed courses

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Section 4. SUNY Faculty Table

a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

c) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Lisa McAndrew	100	ECPY 760— Seminar in Social Psychology: From Basic Theory to Health-Related Applications	PhD, Rutgers University	Clinical Health Psychology	Licensed NY state psychologist; widely published (with federal grants) in social/health psychology
Hung-Bin Sheu	80	ECPY 750— Multicultural Counseling	PhD, University of Maryland – College Park	Counseling Psychology	Licensed NY state psychologist; widely published in the multicultural area

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(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Kimberly Colvin	20	EPSY 751- Multivariate Methods for Research*	EdD, University of Massachusetts-- Amherst	Psychometric Methods	(full-time faculty member in the Division of Educational Psychology and Methodology within the Department of Educational and Counseling Psychology)

Note. The only new course is the one to be taught by Lisa McAndrew, PhD. The course taught by Hung-Bin Sheu has been offered as an elective and will now be required. The course taught by Kimberly Colvin will now be required (this course content was taught for many years under the prefix ECPY 725, as an elective within the Measurement/Statistics cluster of courses).

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Seminar in Social Psychology: From Basic Theory to Health-Related Applications
Lisa McAndrew, Ph.D.
lmcandrew@albany.edu
3 credits
W 01:15-04:05
Office Hours: W 12:15-1:15

Social Psychology is a basic science that underlies much of professional and health psychology. Social psychologists use innovative experimental and descriptive methods to understand the human condition. This seminar will focus on modern social psychology topics, particularly those relevant to improving health behaviors. These include: the self, motivation, social cognition and persuasion.

Learning objectives:
1. Describe relevant modern social psychology theory.
2. Extend knowledge of social psychology research methods.
3. Apply social psychological theory and methods to professional and health psychological research.
4. Apply social psychology theory and methods to teaching and clinical practice.

"Sure, I follow the herd—not out of brainless obedience, mind you, but out of a deep and abiding respect for the concept of community."

Grading:
The grading scale is provided below. Your grade is made up of the total of your assessments which are listed below:
A= (93-100%)
A-=(90-92%)
B+=(87-89%)
B=(83-86%)
C=(73-76%)
D=(63-66%)
E=(Less than 60%)

Class Organization and Assessment
1. Readiness Assessment 12%
The course will be split into 5 units. The beginning of each unit will be a short readiness assessment to ensure basic understanding of the content. This basic knowledge will be built upon in the rest of the unit to develop an in-depth understanding of focused topics and competencies in applying the content to research and clinical practice. The assessment will first be taken individually and then as a group. Your grade will be the average of the two assessments. As a group you may choose to challenge any of the answers you believe are wrong. You will be asked to submit a written challenge citing the readings.

2. Journal Club 13% of Grade:
We will spend about 1/3 of the class on one empirical research article. Each of you will lead a 'journal club' discussion on the article. Journal clubs are regularly used in academic and practice settings to keep abreast of the literature, hone critical thinking skills and come together as a team. Leading the journal club requires you to lead a discussion that will position the article within the context of social psychology, discussing research design, the writing, and discussions of applying this study to the practice of counseling and educational psychology. The goal of facilitation is to provide structure and direction not be the discussion.

3. Class Work 10% of Grade:

About 1/3 of the class will be spent on developing competencies in conducting social psychology research. We will cover topics such as identifying your program of research, identifying a social psychology theory that will enhance your research, asking a concise and relevant research question, writing a literature review, and designing a study.

The last third of class will be spent on experiential activities that help build competencies in applying social psychology theory to everyday life and educational and counseling practice. You will be spending a substantial portion of your class time working in teams, this work will be graded.

4. Team Grade 5%:

You will each evaluate your teammates three times during the class. The last 5% of your grade will be based on your teammates' last evaluation of you.

5. Grant Research Proposal (40% of overall grade)

A. Writing (30%): You will write a 5 page single spaced research proposal, 1 page specific aims page, approximately 2 pages should be a review of the literature and approximately 2 pages should be the proposed research design. We will spend class time learning skills to write a concise research proposal.

B. Presentation (10%): You will develop a 10 minute presentation (leave 5 minutes for questions for a total of 15 minutes). You will present your research proposal to the entire class on one of the last two class days.

6. Clinical Application (20% of overall grade):

The ultimate goal of social psychology is to improve the human condition. We will apply our knowledge of social psychology research to develop a clinical application. During class I will present one or two problems of community partners in need of being solved. You will present the intervention as a poster during our class poster session. These interventions may be implemented and actually improve community care!

My role – Office Hours

I am available one hour before class and other times upon request. My goal is to help you succeed! Please contact me with help, advice, comments or concerns about this course or other topics. Email is the best way to reach me. I typically can check my email once every business day and can answer within 2 business days.

Absences

I will drop the lowest readiness assessment score and lowest class work score.
Since one absence will not affect your grade, I do not need any documentation. If you choose to miss additional classes you will miss being able to complete course work or readiness assessments on that day. The exception to this is on the class presentation day. In order to support each other – we all need to be present to listen to our classmates! The remainder of the assignments must be turned in on the day they are due for credit.

Reasonable Accommodations Policy: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide me with verification of your disability, and will recommend appropriate accommodations. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Below is the tentative schedule. The readings and assignments may change during the course

Date	Topic	Competency	Other
Week 1	The Field	Research Questions	Readiness Assessment
Week 2	Social Relationships: Social Support	Theory	Readiness Assessment
Week 3	Coping	Applied Social Psychology	
Week 4	Coping	Specific Aims Page	1st Peer Evaluation
Week 5	Social Cognition: Common-Sense Model	Writing an Article	Readiness Assessment
Week 6	Social Cognition: Common-Sense Model		
Week 7	Persuasion: Doctor Patient Communication	POSTER	POSTER PRESENTATIONS!
Week 8	Motivation: Habit	Review of the Literature	Readiness Assessment
Week 9	Motivation: Goals	Study Design	2nd Peer Evaluation
Week 10	The Self: Self-Determination Theory	Writing Well and Often	Readiness Assessment
Week 11	The Self: Self-Determination Theory	Peer Review	
Week 12	Presentations		
Week 13	Presentations	All PAPERS DUE	3rd Peer Evaluation

Week 1
Topic: The Field of Social Psychology
Richard, F. D., Bond, C. F., Jr., & Stokes-Zoota, J. J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology, 7*, 331-363.

Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *J Pers Soc Psychol, 86*(2), 320-333. doi: 10.1037/0022-3514.86.2.320

Competencies: How to ask a research question
Nisbett, R. E. (1990). The anticreativity letters: Advice from a senior tempter to a junior tempter. *American Psychologist*, 45(9), 1078-1082.

Week 2
Topic: Social Relationships: Social Support
Taylor, S. E., Sherman, D. K., Kim, H. S., Jarcho, J., Takagi, K., & Dunagan, M. S. (2004). Culture and social support: who seeks it and why? *J Pers Soc Psychol, 87*(3), 354-362. doi: 10.1037/0022-3514.87.3.354

Cacioppo, J. T., Fowler, J. H., & Christakis, N. A. (2009). Alone in the crowd: the structure and spread of loneliness in a large social network. *J Pers Soc Psychol, 97*(6), 977-991. doi: 10.1037/a0016076

Competencies: Theory
McGuire, W. J. (1997). Creative hypothesis generating in psychology: some useful heuristics. *Annu Rev Psychol, 48*, 1-30. doi: 10.1146/annurev.psych.48.1.1

Week 3
Topic: Coping
Coifman, K. G., Bonanno, G. A., Ray, R. D., & Gross, J. J. (2007). Does repressive coping promote resilience? Affective-autonomic response discrepancy during bereavement. *J Pers Soc Psychol, 92*(4), 745-758. doi: 10.1037/0022-3514.92.4.745

Sullivan, K. T., Pasch, L. A., Johnson, M. D., & Bradbury, T. N. (2010). Social support, problem solving, and the longitudinal course of newlywed marriage. *J Pers Soc Psychol, 98*(4), 631-644. doi: 10.1037/a0017578

Todd, M., Tennen, H., Carney, M. A., Armeli, S., & Affleck, G. (2004). Do we know how we cope? Relating daily coping reports to global and time-limited retrospective assessments. *J Pers Soc Psychol, 86*(2), 310-319. doi: 10.1037/0022-3514.86.2.310

Competencies: Applied social psychology
Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Week 4
Topic: Coping
Shallcross, A. J., Ford, B. Q., Floerke, V. A., & Mauss, I. B. (2013). Getting better with age: the relationship between age, acceptance, and negative affect. *J Pers Soc Psychol, 104*(4), 734-749. doi: 10.1037/a0031180

Wrosch, C., Amir, E., & Miller, G. E. (2011). Goal adjustment capacities, coping, and subjective well-being: the sample case of caregiving for a family member with mental illness. *J Pers Soc Psychol, 100*(5), 934-946. doi: 10.1037/a0022873

Competencies: Specific Aims
https://depts.washington.edu/anesth/research/grantsmanship/session3_WritingEffectiveSpecificAims
.pdf

Week 5
Topic: Social Cognition: Common-Sense Model of Self-Regulation
Hagger, Orbell (2003). A meta-analytic review of the common-sense model of illness
representations. *Psychology and Health,* 18(2), 141-184.

Hale, E. D., Treharne, G. J., & Kitas, G. D. (2007). The common-sense model of self-regulation of
health and illness: how can we use it to understand and respond to our patients' needs?
Rheumatology (Oxford), 46(6), 904-906. doi: 10.1093/rheumatology/kem06

Competencies
Bem, D. (2004). Writing the Empirical Research Article. In J. M. Darley, Zanna, M.P., Roediger, H.L.
(Ed.), *The Complete Academic: A Career Guide* (pp. 185-220). Washington DC: American
Psychological Association

Week 6
Topic: Social Cognition: Common-Sense Model of Self-Regulation
Adler, J. M. (2012). Living into the story: agency and coherence in a longitudinal study of narrative identity
development and mental health over the course of psychotherapy. *J Pers Soc Psychol, 102*(2), 367-389. doi:
10.1037/a0025289

Breland, J. Y., Fox, A. M., Horowitz, C. R., & Leventhal, H. (2012). Applying a common-sense approach to
fighting obesity. *J Obes, 2012,* 710427. doi: 10.1155/2012/710427

Kaptein, A. A., Bijsterbosch, J., Scharloo, M., Hampson, S. E., Kroon, H. M., & Kloppenburg, M. (2010). Using
the common sense model of illness perceptions to examine osteoarthritis change: a 6-year longitudinal study.
Health Psychol, 29(1), 56-64. doi: 10.1037/a0017787

Week 7 – Poster Presentations!
Topic: Persuasion/Communication: Common-Sense Model of Self-Regulation
Philips, A.L, Leventhal, E., Leventhal, H. (2012). Physicians' communication of the common-sense
self-regulation model results in greater reported adherence than physicians' use of interpersonal
skills. *British Journal of Health Psychology,* 17, 244.

Week 8
Topics: Motivation: Habit
Dunlop, W. L., & Tracy, J. L. (2013). Sobering stories: narratives of self-redemption predict behavioral change
and improved health among recovering alcoholics. *J Pers Soc Psychol, 104*(3), 576-590. doi:
10.1037/a0031185

Neal, D. T., Wood, W., & Drolet, A. (2013). How do people adhere to goals when willpower is low? The profits
(and pitfalls) of strong habits. *J Pers Soc Psychol, 104*(6), 959-975. doi: 10.1037/a0032626

Competency: Reviewing the Literature
Bem, D. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin,* 118, 172-177.

Week 9

Topic: Motivation: Goals
Fishbach, A., Dhar, R., Zhang, Y., (2006). Subgoals as substitutes or complements; The role of goal accessibility. *Journal of Personality and Social Psychology,* 91(2), 232-242.

Oettingen, G., Pak, H-j, Schnetter, K. (2001). Self-regulation of goal-setting: Turning free fantasies about the future into binding goals. *Journal of Personality and Social Psychology,* 80(5), 736-753.

Competencies: Designing a study
Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review,* 84, 231–259.

Berkowitz, L., & Donnerstein, E. (1982). External validity is more than skin deep: Some answers to criticisms of laboratory experiments. *American Psychologist,* 37(3), 245-257.

Week 10
Topic: The Self: Motivation
Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am Psychol, 55*(1), 68-78.

Williams, G. C., McGregor, H. A., Zeldman, A., Freedman, Z. R., & Deci, E. L. (2004). Testing a self-determination theory process model for promoting glycemic control through diabetes self-management. *Health Psychol, 23*(1), 58-66. doi: 10.1037/0278-6133.23.1.5

Competencies: Writing well and often
Oppenheimer, D. M. (2006). Consequences of erudite vernacular utilized irrespective of necessity: problems with using long words needlessly. *Applied Cognitive Psychology,* 20(2), 139.

Silvia, P. J. (2007). How to write a lot: A practical guide to productive academic writing. Washington, DC: American Psychological Association. (Chapters 2 and 6)

Week 11
Topic: The Self: Motivation
Chirkov, V., Ryan, R. M., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: a self-determination theory perspective on internalization of cultural orientations and well-being. *J Pers Soc Psychol, 84*(1), 97-110.
Legault, L., Inzlicht, M. Self-determination, self-regulation and the brain; Autonomy improves performance by enhancing neuroaffective responsive to self-regulation failure. *Journal of Personality and Social Psychology,* 105(1), 123-138.

Competencies: Peer reviews
Oleson, K. C. & Arkin, R. M. (1996). Reviewing and evaluating a research article. In: F. T. Leong & T. A. James (Eds.), The psychology **research** handbook: A guide for graduate students and **research** assistants (2nd ed., pp. 40-55). Thousand Oaks, CA, US: Sage.

EPSY 751: Multivariate Methods for Research
AS 015, Mondays 4:15 – 7:05 PM

Spring 2015

Dr. Kimberly Colvin
ED 244
518.442.3077
kcolvin@albany.edu
Office Hours for Spring 2015
Wednesdays: 2:30-4:30 PM
other times by appointment

Textbook
Tabachnick, B. G. & Fidell, L. S. (2007). *Using multivariate statistics (5th Ed.)*. Boston: Pearson.

E Psy 751 Multivariate Methods for Applied Researchers and Evaluators (3 credits)
Selected topics dealing with the selection, interpretation, and communication of findings that result from using multivariate methods in applied research and evaluation. Emphasis on determining appropriate methods of analysis, documenting and communication these needs, and interpreting the analyses in client/lay language. Pre-requisite: E Psy 630 or equivalent; and E Psy 750 (either prior to or concurrently) or equivalent. (Source: UAlbany Graduate Bulletin)

Course Learning Objectives
The goal of this course is to provide students with applied experience in several multivariate data analysis techniques, such as MANOVA, Repeated Measures designs, discriminant function analysis, principal components analysis, factor analysis, and logistic regression. Additionally, students will learn to critique research that utilizes these techniques, as well as the proper way to present the results in a research report.

Course Requirements and Grading

Homework Assignments (30%): Homework will be given on an almost weekly basis. Most assignments will include computer exercises. Unless otherwise stated, homework can be submitted on paper or via Blackboard.

Exams (35% each): There will be a midterm and a final. Both exams will have a take-home and in-class portion.

Computer Programs
SPSS will be the program used in the course for instruction. Other statistical programs (SAS, SPLUS, R, etc.) may be used, although instruction and help using them will not be available.

Written Assignments
A goal of the course is to learn how to report statistical results. For this reason portions of homework assignments that require written responses should conform to APA style (6th edition). More details will be provided about write-up requirements with relevant assignments.

Tentative Schedule – schedule will be updated on Blackboard throughout the semester

Jan 26	Matrix Algebra, Review of Regression
Feb 2	Regression and ANOVA in Matrix Notation, MANOVA
Feb 9	MANOVA Part 2
Feb 16	MANOVA & Confidence Intervals
Feb 23	Repeated Measures MANOVA
Mar 2	Repeated Measures MANOVA & Confidence Intervals
Mar 9	Discriminant Analysis
Mar 16	*Spring Break – No Class*
Mar 23	*Midterm*
Mar 30	Principal Components Analysis
Apr 6	Exploratory Factor Analysis
Apr 13	Logistic Regression
Apr 20	Logistic Regression Part 2
Apr 27	*If time: ANCOVA and MANCOVA*
May 4	*If time: Eigenvalues and Eigenvectors*
May ?	Final Exam – to be scheduled

Late Assignments

The grade for a late assignment will be lowered by one letter grade for each day late (A- to B-, for example). If you need to miss a class, submit your assignment *before* class to avoid any late penalties. Exceptions will be considered on an individual basis for unforeseen emergencies. Exams that are not submitted by the due date (and time) will NOT be accepted.

Academic Integrity

While you are encouraged to discuss assignments and content with your fellow students, all work that you write and submit must be your own. UAlbany expects all students to familiarize themselves with the standards of academic integrity. Examples of academic dishonesty include, but are not limited to: plagiarism, cheating on examinations, and multiple submission. According to University policy, such infractions could result in a failing grade for the work in question, a failing grade for the course, and/or dismissal from the University. For more information see the standards of academic integrity and subsequent sections for more information: http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Academic Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide me with verification of your disability, and will recommend appropriate accommodations. For more information: http://www.albany.edu/disability/index.shtml

ECPY 750: Multicultural Counseling
Fall 2014

Instructor: Hung-Bin Sheu, Ph.D.
Phone: (518) 442-5051

Office: ED 223
Email: hsheu@albany.edu

Credit hours: 3 credits
Meeting Time: Thursdays 1:15 - 4:05pm
Meeting Dates: 8/25/2014 to 12/9/2014

Classroom: ED 120
Office Hours: Thursdays noon – 1pm or by appointment (8/25/2014 to 12/9/2014)

Course Description:

This 3-credit doctoral seminar is designed to explore selected theories and research in the area of multicultural counseling. Topics emphasized include research on the influences of race/ethnicity, gender, sexual orientation, and social class on the counseling relationship. Prerequisites: Doctoral student in counseling psychology or consent of instructor.

Learning Objectives:

1. Familiarize students with different theories and content areas of multicultural counseling literatures.
2. Familiarize students with different research methodologies in multicultural counseling research.
3. Improve students' abilities to critique existing multicultural counseling literatures.
4. Improve students' abilities to design and conduct multicultural research.
5. Increase students' awareness of how different dimensions (e.g., race/ethnicity, gender, sexual orientation) of diversity may influence their research and practice.
6. Increase students' abilities to apply empirical findings to counseling services and promote social justice for individuals who have different racial, ethnic, or cultural backgrounds.

Course Structure:

This course will be taught in a seminar-style, meaning that a set of readings will be assigned for each week, and class will largely consist of a semi-structured discussion of those readings. Students are expected to come to class having read and reflected upon the readings as well as been ready to share your perspectives and experiences. The curriculum will engage students in theoretical, research-oriented, and experiential experiences in order to develop a comprehensive understanding

that will lead to culturally responsive and ethical research and practice. Given the personal and sensitive nature of the topics that we may discuss, this course will require students to reflect upon their experiences and involve themselves personally in the learning process. It is important that we all feel comfortable expressing our ideas, opinions, stereotypes, etc., regardless of the degree to which they are popular or "politically correct." Learning and growth only occur as we allow ourselves to take risks and voice many of the unspoken ideas we have internalized. As such, on the first day of class we will discuss particular ground rules for this class that we find important to maintain an atmosphere of openness and respect for a diversity of opinions.

Required Textbook:

Ponterotto, J. G., Casas. J. M., Suzuki, L. A., & Alexander, C. M. (2010). *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: Sage.

Required Readings:

American Psychological Association (2012a). Guidelines for psychological practice with Lesbian, Gay, and Bisexual clients. *American Psychologist, 67,* 10-42.
American Psychological Association (2012b). Guidelines for assessment of and intervention with persons with disabilities. *American Psychologist, 67,* 43-62.
American Psychological Association (2007). Guidelines for psychological practice with girls and women. *American Psychologist, 62,* 949-979.
American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist, 59,* 236-260.
American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58,* 377-402.
Bauman, S. (2005). The reliability and validity of the Brief Acculturation Rating Scale for Mexican Americans-II for children and adolescents. *Hispanic Journal of Behavioral Sciences, 27,* 426-441
Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. B. Organista, G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 17-37). Washington, DC: APA.
Burrow-Sanchez, J. J., & Wrona, M. (2012). Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. *Cultural Diversity and Ethnic Minority Psychology, 18,* 373-383.
Chang, D. F., & Yoon, P. (2011). Ethnic minority clients' perceptions of the significance of race in cross-racial therapy relationships. *Psychotherapy Research, 21,* 567-582.
Constantine, M. G. (2007). Racism microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology, 54,* 1-16.
Constantine, M. G., Miville, M. L., & Kindaichi, M. M. (2008). Multicultural competence in counseling psychology practice and training. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th, pp. 141-158). New York: Wiley.
Cragun, C. L., & Friedlander, M. L. (2012). Experiences of Christian clients in secular psychotherapy: A mixed-methods investigation. *Journal of Counseling Psychology, 59,* 379-391.
D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training.

Journal of Counseling and Development, 70, 143-150.

Dillon, F. R., & Worthington, R. L. (2003). The Lesbian, Gay, and Bisexual Affirmative Counseling Self-Efficacy Inventory (LGB-CSI): Development, validation, and training implications. *Journal of Counseling Psychology, 50,* 235-251.

Farsimadan, F., Draghi-Lorenz, R., & Ellis, J. (2007). Process and outcome of therapy in ethnically similar and dissimilar therapeutic dyads. *Psychotherapy Research, 17,* 567-575.

Foynes, M. M., Shipherd, J. C., & Harrington, E. F. (2013). Race and gender discrimination in the Marines. *Cultural Diversity and Ethnic Minority Psychology, 19,* 111-119.

Giamo, L. S., Schmitt, M. T., & Outten, H. R. (2012). Perceived discrimination, group identification, and life satisfaction among multiracial people: A test of the Rejection-Identification Model. *Cultural Diversity and Ethnic Minority Psychology, 18,* 319-328.

Graham, S. (2011). School racial/ethnic diversity and disparities in mental health and academic outcomes. In G. Carlo, L. J. Crockett, & M. A. Carranza (Eds.), *Health disparities in youth and families: Research and applications* (pp. 73-96). New York: Springer.

Graham, J. R., & Roemer, L. (2012). A preliminary study of the moderating role of church-based social support in the relationship between racist experiences and general anxiety symptoms. *Cultural Diversity and Ethnic Minority Psychology, 18,* 268-276.

Hunter, C. D. (2008). Individualistic and collectivistic worldviews: Implications for understanding perceptions of racism discrimination in African Americans and British Caribbean Americans. *Journal of Counseling Psychology, 55,* 321-332.

Jackson, K. F., Yoo, H. C., Guevarra, R., & Harrington, B. A. (2012). Role of identity integration on the relationship between perceived racial discrimination and psychological adjustment of multiracial people. *Journal of Counseling Psychology, 59,* 240-250.

Jacobsen, J., & Wright, R. (2014). Mental health implications in Mormon women's experiences with same-sex attraction: A qualitative study. *The Counseling Psychologist, 42,* 664-696.

Kim, B. S. K. (2007). Adherence to Asian and European American cultural values and attitudes toward seeking professional psychological help among Asian American college students. *Journal of Counseling Psychology, 54,* 474-480.

Kim, B. S. K., Cartwright, B. Y., Asay, P. A., & D'Andrea, M. (2003). A revision of the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition. *Measurement and Evaluation in Counseling and Development, 36,* 161-180.

Kim, J. (2011). Socioeconomic inequalities in self-rated health among middle-aged and older adults. *Social Work in Health Care, 50,* 124-142.

LaFromboise, T. D., Coleman, H. L. K., & Hernandez, A. (1991). Development and factor structure of the Cross-Cultural Counseling Inventory-Revised. *Professional Psychology: Research and Practice, 22,* 380-388.

Lapour, A. S., & Heppner, M. J. (2009). Social class privilege and adolescent women's perceived career options. *Journal of Counseling Psychology, 56,* 477-494.

Lin, Y. J., & Israel, T. (2012). A computer-based intervention to reduce internalized heterosexism in men. *Journal of Counseling Psychology, 59,* 458-464.

Liu, W. M., Ali, S. R., Soleck, G., Hopps, J., Dunston, K., & Pickett, T., Jr. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology, 51,* 3-18.

Mahalik, J. R., Good, G. E., Tager, D., Levant, R. F., & Mackowiak, C. (2012). Developing a taxonomy of helpful and harmful practices for clinical work with boys and men. *Journal of Counseling Psychology, 59,* 591-603.

Morgan Consoli, M. L., & Llamas, J. D. (2013). The relationship between Mexican American cultural values and resilience among Mexican American college students: A mixed methods study. *Journal of Counseling Psychology, 60,* 617-624.

Neville, H. A., Poteat, P. V., Lewis, J. A., & Spanierman, L. B. (2014). Changes in White college students' color-blind racial ideology over 4 years: Do diversity experiences make a difference? *Journal of Counseling Psychology, 61,* 179-190.

Nutt, R. L., & Brooks, G. R. (2008). Psychology of gender. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th, pp. 176-193). New York: Wiley.

Pieterse, A. L., Todd, N. R., Neville, H. A., & Carter, R. T. (2012). Perceived racism and mental health among Black American adults: A meta-analytic review. *Journal of Counseling Psychology, 59,* 1-9.

Reynolds, A. L., Sodano, S. M., Ecklund, T. R., & Guyker, W. (2012). Dimensions of acculturation in Native American college students. *Measurement and Evaluation in Counseling and Development, 45*, 101-112.

Rogers, L. O., Zosuls, K. M., Halim, M. L., Ruble, D., Hughes, D. & Fuligni, A. (2012). Meaning making in middle childhood: An exploration of the meaning of ethnic identity. *Cultural Diversity and Ethnic Minority Psychology, 18*, 99-108.

Rogers-Sirin, L., & Gupta, T. (2012). Cultural identity and mental health: Differing trajectories among Asian and Latino youth. *Journal of Counseling Psychology, 59*, 555-566.

Sabina, C., Cuevas, C. A., & Schally, J. L. (2013). The effect of immigration and acculturation on victimization among a national sample of Latino women. *Cultural Diversity and Ethnic Minority Psychology, 19*, 13-26.

Sheu, H. (2014). Affective well-being viewed through a lens of race and ethnicity. In J. T. Pedrotti, & L. M. Edwards (Eds.), *Perspectives on the intersection of multiculturalism and positive psychology* (pp. 61-74). New York: Springer. (empirical book chapter).

Sheu, H., Chong, S. S., Chen, H., & Lin, W. (2014). Well-being of Taiwanese and Singaporean college students: Cross-cultural validity of a modified social cognitive model. *Journal of Counseling Psychology, 61*, 447-460.

Sheu, H., & Lent, R. W. (2007). Development and initial validation of the Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form. *Psychotherapy: Theory, Research, Practice, Training, 44*, 30-45.

Sheu, H., Rigali-Oiler, M., & Lent, R. W. (2012). Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form: Factor structure and test of a social cognitive model. *Psychotherapy Research, 22*, 527-542.

Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist, 60*, 687-696.

Spitzer, R. L. (2003a). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. *Archives of Sexual Behavior, 32*, 403-417.

Spitzer, R. L. (2003b). Reply: Study results should not be dismissed and justify further research on the efficacy of sexual reorientation therapy. *Archives of Sexual Behavior, 32*, 469-472.

Street, J. C., Taha, F., Jones, A. D., Jones, K. A., Carr, E., Woods, A., Woodall, S., & Kaslow, N. J. (2012). Racial identity and reasons for living in African American female suicide attempters. *Cultural Diversity and Ethnic Minority Psychology, 18*, 416-423.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the professor. *Journal of Counseling and Development, 70*, 477-486.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. B. M., Nadal, K. L., et al. (2007). Racial microaggressions in everyday life: Implication for clinical practice. *American Psychologist, 62*, 271-286.

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and Practice* (4th ed.). New York: Wiley. Chapters 10.

Szymanski, D. M., & Kashubeck-West, S. (2008a). Relationship between internalized oppressions and lesbian and bisexual women's psychological distress. *The Counseling Psychologist, 36*, 575-594.

Szymanski, D. M., Moffitt, L. B., & Carr, E. R. (2011). Sexual objectification of women: Advances to theory and research. *The Counseling Psychologist, 39*, 6-38.

Tebbe, E. N., & Moradi, B. (2012). Anti-transgender prejudice: A structural equation model of associated constructs. *Journal of Counseling Psychology, 59*, 251-261.

Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist, 63*, 274-275.

Thompson, M. N., Cole, O. D., & Nitzarim, R. S. (2012). Recognizing social class in the psychotherapy relationship: A grounded theory exploration of low-income clients. *Journal of Counseling Psychology, 59*, 208-221.

Torres, L., Driscoll, M. W., & Voell, M. (2012). Discrimination, acculturation, acculturative stress, and Latino psychological distress: A moderated mediational model. *Cultural Diversity and Ethnic Minority Psychology, 18*, 17-25.

Umana-Taylor, A. J., O'Donnell, M., Knight, G. P., Roosa, M. W., Berkel, C. & Nair, Rajni, R. (2014). Mexican-origin early adolescents' ethnic socialization, ethnic identity, and psychosocial functioning. *The Counseling Psychologist, 42*, 170-200.

Valdez, C. R., Lewis Valentine, J., & Padilla, B. (2013). 'Why we stay': Immigrants' motivations for remaining in communities impacted by anti-immigration policy. *Cultural Diversity and Ethnic Minority Psychology, 19*, 279-287.

Venner, K. L., Greenfield, B. L., Vicuna, B., Munoz, R., Bhatt, S., & O'Keefe, V. (2012). "I'm not one of them": Barriers to help-seeking among American Indians with alcohol dependence. *Cultural Diversity and Ethnic Minority Psychology, 18,* 352-362.

Wang, K. T., Heppner, P. P., Fu, C. C., Zhao, R., Li, F., & Chuang, C. C. (2012). profiles of acculturative adjustment patterns among Chinese international students. *Journal of Counseling Psychology, 59,* 424-436.

Additional readings may be handed out in class or made available on the Blackboard

Assignments & Grading Procedures:

Journals (16 points for each of the two journals, 2 pages, double-spaced). Two journal topics will be assigned to cover the concepts and films discussed in class. This assignment will be graded according to the criteria of (a) showing your understanding of the film (4 points); (b) demonstrating your knowledge of the topic and materials (e.g., readings, discussion) (4 points); (c) integrating what you learn from the film and class materials with your personal experiences and/or clinical work (8 points).

Journal 1: Racism, discrimination, white privilege. Film: *Last Chance for Eden (Race).* **due: 9/18/14**
Journal 2: Gender and sexual orientation issues. Film: *Last Chance for Eden (Gender).* **due: 10/9/14**

In-class research critique (18 points for each of the two critiques). Each student will select empirical articles on two assigned topics and lead two 40-minute discussions on critiquing the articles. **See class schedule for available topics.** The discussion should cover the following areas: (a) purposes and findings of the study (6 points), (b) strengths and weaknesses of the study (6 points), and (c) ways to improve the study (6 points).

Research critique paper (21 points, 3 pages, double-spaced). Each student is required to conduct review on one published empirical article, which is *not* covered in the class. The article should be related to the field of multicultural counseling and research (broadly defined). Students are encouraged to consult with the instructor before making the decision on which article to review. This assignment will be graded according to the criteria of (a) summarizing the purposes and findings of the study (5 points); (b) identifying strengths and weaknesses of the study (8 points); (c) outlining an alternative research design that you think can be used to improve the quality of the study (8 points). **due: 11/6/14**

Class Presentation (30 points). Each student will deliver a 50-minute presentation on a research topic in a multiculturally related area (broadly defined) of his/her choice. The presentation should consist of three parts: (a) a brief literature review, (b) purpose of the study, research questions, and hypotheses derived from the literature review, (c) design of a study for answering the research questions and/or testing the hypotheses. For part (a), you will find and review at least 4-5 articles, which should be chosen based on theories, existing empirical evidence, or strong logic or clinical wisdom. The majority of the articles reviewed should be empirical studies. Students are free to seek out articles in other disciplines as well as book chapters. Literature review should focus on synthesizing and integrating the findings from the studies/literature on the chosen topic and should **not** simply report the results of each study in succession. For part (b), the purpose of the study and research questions should be clearly articulated, and specific hypotheses should be stated in a way that is statistically testable for quantitative designs. For qualitative designs, the phenomenon of interest should be clearly defined. Part (c) should include brief descriptions of the sample, instruments chosen to measure the variables or tools for data collection, procedures, and data analysis (quantitative or qualitative). Additionally, the research paradigm of choice should be clearly described for qualitative designs. Eight points are assigned to each of part (a), (b), and (c), and six points are assigned to the level of consistency across these three parts. See class schedule for dates for this assignment.

Classroom Participation (16 points). Students are required to actively participate in discussion relevant to the topics designated in each class. Unusual quietness will draw the attention from the instructor and may result in further discussion between the instructor and the student and a lower participation grade.

Attendance. Zero point is assigned to attendance. However, more than one absence, with or without

notification of instructor, will incur negative class attendance grade. After the first absence, 7 points will be deducted for each absence from the total points.

This course is graded S/U, and you must obtain at least 108 points (80% of total available points) or better to attain a Satisfactory grade. Your grade in the course will be based on the following activities and assignments:

Assignments	Points
Journal 1	16 points
Journal 2	16 points
In-class research critique 1	18 points
In-class research critique 2	18 point
Research critique paper	21 points
Class Presentation	30 points
Participation	16 points
Attendance	-
TOTAL	**135 points**

Course Policy:

Academic integrity. It is expected that all students will abide by the Standards of Academic Integrity (http://www.albany.edu/reading/academic_integrity.php).

Make-up policy. **No late work is accepted** unless the student can demonstrate that near catastrophic events have led to a case of extreme hardship. Assignments are due at the beginning of the class as specified in the class schedule.

Mutual respect. It is important for class members to engage in the learning process in a rigorous yet sensitive manner that demonstrates respect for different viewpoints and peoples. Over the course of the semester, there may be "difficult discussions" about cultural issues. Individuals will have a variety of responses, emotions, opinions, and perspectives. It is not required that you share anyone else's views, but respect for all views and individuals is mandatory. Thoughtfully discussing ideas without attacking individuals is the paradigm from which this course will operate.

Grades of "Incomplete". Unless the student can demonstrate that near catastrophic events have led to a case of extreme hardship, grades of "Incomplete" will not be provided.

Students with documented disabilities. If you have need for reasonable academic accommodations by virtue of *documented* disabilities, please contact your instructor *within the first two classes* to discuss your needs. You should notify the Disability Resource Center (DRC; Campus Center 137, 442-5490). DRC will provide the course instructor with verification of your disability and recommend appropriate accommodations. Students with documented needs for such accommodation are required to meet the same achievement standards for this class as all students; accommodations may be made in terms of how such achievement is demonstrated. *Students without documentation will not receive accommodation.* Also, please do not come at the end of the course, after it looks as though you'll be receiving grade or other circumstance you don't like, and mention a disability.

Students requiring religious accommodation. If you have need for academic accommodation by virtue of your religion, please contact your instructor *within the first two classes* to discuss your needs.

Note. Please turn off cell phones during class so your ringing phone does not disrupt class.
Note. Whatever you produce for this course should be your own work and unique to this course. You cannot present work produced by others, nor offer any work that you presented or will present in another course. These are serious infractions of University regulations and could result in a failing grade for the work in question, a failing grade in this course, or dismissal from the University. If you have any questions about whether your work duplicates something you or someone else has done elsewhere, please talk to the instructor about it.

CLASS SCHEDULE

** Assignments and presentations are indicated in **bold** text. **

Class	Date	Topic	Readings & Assignments
1	8/28/14	Introduction to the Course (syllabus, assignments, ground rules)	APA Guidelines (2003, 2004, 2007, 2012a, 2012b)
2	9/4/14	a. Defining "race," "ethnicity," "cultural," "multicultural" b. Multicultural counseling competences (MCC) and training in counseling and applied psychology c. In-class research critique (instructor): D'Andrea, Daniels, & Heck (1991); Kim, Cartwright, Asay, & D'Andrea (2003)	Sue, Arredondo & McDavis (1992) Constantine, Miville, & Kindaichi (2008) LaFromboise, Coleman, & Hernandez (1991) D'Andrea, Daniels, & Heck (1991) Kim, Cartwright, Asay, & D'Andrea (2003) Dillon & Worthington (2003) Sheu & Lent (2007) Sheu, Rigali-Oiler, & Lent (2012)
3	9/11/14	a. Film: *Last Chance for Eden-Part 1* (90 min) b. Power dynamics, discrimination, racism and privilege c. In-class research critique (instructor): Constantine (2007)	Sue, Capodilupo, Torino et al. (2007) Constantine (2007) Thomas (2008) Pieterse, Todd et al. (2012) Jackson, Yoo et al. (2012) Neville, Poteat, Lewis, & Spanierman (2014)
4	9/18/14	a. Racial/ethnic identity development b. Exercise: Racial script questionnaire	**Journal 1 (race) due** HMC-20 to 26 Street, Taha, Jones et al. (2012) Giamo, Schmitt, Outten (2012) Rogers, Zosuls, Halim et al. (2012) Umana-Taylor et al. (2014)
5	9/25/14	Class suspended – Rosh Hashanah	
6	10/2/14	a. Gender issues b. Film: *Last Chance for Eden-Part 2* (70 min)	HMC-41 Nutt & Brooks (2008) Syzmanski, Moffitt, &

		c. **In-class research critique I (student 1, 2):**	Carr (2011) Mahalik, Good, Tager, Levant (2012) Foynes, Shipherd, & Harrington (2013)
7	10/9/14	a. Sexual orientation b. **In-class research critique I (student 3, 4):**	**Journal 2 (gender & sexual orientation) due** HMC-27, 42 Spitzer (2003a) & Spitzer (2003b) Szymanski & Kashubeck-West (2008a) Lin & Israel (2012) Tebbe & Moradi (2012) Jacobsen & Wright (2014)
8	10/16/14	a. Social class b. Film: *People like us: Social class in America*	Smith (2005) Liu, Ali et al. (2004) Lapour & Heppner (2009) Thompson, Cole, & Nitzarim (2012)
9	10/23/14	a. Worldview, cultural values, acculturation/ enculturation and cross-cultural adjustment - I b. **In-class research critique II (student 1, 2):**	HMC-28, 29 Berry (2003) Bauman (2005) Morgan-Consoli & Llamas (2013) Torres, Driscoll, & Voell (2012) Valdez, Valentine, & Padilla (2013)
10	10/30/14	a. Worldview, cultural values, acculturation/ enculturation and cross-cultural adjustment - II b. **In-class research critique II (student 3, 4):**	Sue & Sue (2003), chapter 10 Hunter (2008) Kim (2007) Sabina, Cuevas, & Schally (2013) Reynolds, Sodano, Ecklund, & Guyker (2012) Wang, Heppner, Fu, Zhao, Li, & Chuang (2012)
11	11/6/14	a. Well-being and health disparities among different cultural/racial groups	**Research critique paper due** HMC-16, 40

			Rogers-Sirin & Gupta (2012) Graham (2011) Kim (2011) Sheu (2014) Sheu, Chong, Chen, & Lin (2014)
12	11/13/14	a.　Spiritual and Religious Issues in Counseling b.　Film: *For the bible tells me so*	HMC 36-39 Cragun & Friedlander (2012) Graham & Roemer (2012)
13	11/20/14	a.　Multicultural process and outcome research & helping-seeking **b.　Class presentations (student 1, 2):**	Burrow-Sanchez & Wrona (2012) Farsimadan, Draghi-Lorenz & Ellis (2007) Chang & Yoon (2011) Venner, Greenfield, Vicuna et al. (2012)
14	11/27/14	Thanksgiving – No class	
15	12/4/14	**a.　Class presentations (student 3, 4):** End-of-the-semester evaluation	