

EDCP789E: Advanced Topics in Counseling and Personnel Services;  
Social and Cognitive Foundations of Counseling and School Psychology  
Spring, 2016 Thursdays 9:00am - 11:50am  
JMZ 3118

Dr. Dennis M. Kivlighan, Jr., [dennisk@umd.edu](mailto:dennisk@umd.edu), 301-405-2863; Office Hours: by appointment

Goals of the Course:

1. Familiarity with research methods in counseling psychology research.
2. Familiarity with research results in the major content areas of counseling psychology.
3. Ability to critique and design research studies.
4. Ability to present research findings publicly.

Multicultural Statement: The Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where individuals' diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others' worldviews throughout this course.

Format of Class:

Typically, we will divide the class into two parts. In the first part, we will discuss a reading. In the second part, students will present.

Requirements:

1. **Participation (20% of grade).** I expect you to attend every class (see below about absences) and be on time and have done **all** the readings ahead of time. Please bring at least 2 questions for discussion to each class. If for some very extraordinary and persuasively good reason you absolutely must miss or be late for class, please call and leave a message on my voice mail (301-405-2863) or email ([dennisk@umd.edu](mailto:dennisk@umd.edu)).
2. **Discussion Leader for Cognitive Psychology (20% of grade).** Choose two or more articles, from a substantive/important area of cognitive psychology, for everyone to read. Lead the discussion of these articles.
3. **Discussion Leader for Social Psychology (20% of grade).** Choose two or more articles, from a substantive/important area of social psychology, for everyone to read. Lead the discussion of these articles.
4. **Concept and Method Paper (40% of grade):** For the concept part of the paper you will present the rationale and the background for a study using concepts or methods from either cognitive or social psychology. You should address questions such as: What problem am I interested in studying and why? What are the gaps in the literature? What will my study add to the literature? For the method part of the paper the key questions are: How will I operationalize my key constructs? What design will I use? How well is my design tied to my research questions? How will I conduct the study? Present information about parts of the design (participants, measures, procedures). What are the limitations of this design? Is it feasible to do this study for a dissertation?

Disability Accommodations: If you have a documented disability and would like me to consider special accommodations, please let me know by the third week of the semester.

Religious Observances: The University's policy provides that students should not be penalized for observances of their religious beliefs. Thus, you may be excused from class due to religious observances but please tell me at the beginning of the semester and we will work together on a schedule for you to make up missed academic assignments.

Incomplete Policy: I do not give incompletes except in extremely extraordinarily rare circumstances. Arrangements must be made before the last day of class and will only be given to students who have been doing passing work in the class.

Academic Integrity: Academic dishonesty is a corrosive force in the academic life of a university. As an academic community, UMD is committed to the principles of truth and academic integrity. UMD has a nationally recognized Honor Code that you are expected to adhere to. You will be expected to sign each graded assignment to show that you

have adhered to the Honor Code and have completed the assignment on your own.

Attendance. University policy allows that a single absence due to injury or illness will be excused with a written signed letter attesting to the date of the illness or injury and acknowledging that the information is true. Multiple absences require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must specify the dates of treatment and the time period during which you were unable to meet the academic responsibilities. Accommodations for absences will be arranged on a case-by-case basis.

Inclement Weather or Campus Emergency: If the university is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu/> or the snow phone line 301-405-SNOW), class will be cancelled. Assignments due on the day the university is closed will be due the next class period. In the event that the campus is closed for an extended period of time due to emergency, students will be notified by email regarding how the course will be continued or completed. Please make sure that I have your current email address.

Course Evaluation: Your feedback about this course is very important to me. Please complete the **CourseEvalIUM** by going directly to [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).

## Tentative 691 Schedule

<u>Date</u>	<u>Topic</u>
1-28	Introduction
2-4	Readings from Social Psychology: Behavioral Norms  Anderson, J. E., & Dunning, D. (2014). Behavioral norms: Variants and their identification. <i>Social And Personality Psychology Compass</i> , 8(12), 721-738. doi:10.1111/spc3.12146  Miles, J. R., Paquin, J. D., & Kivlighan, D. J. (2011). Amount and consistency, two components of group norms: An actor partner interdependence analysis of intimate behaviors in groups. <i>Group Dynamics: Theory, Research, And Practice</i> , 15(4), 326-342. doi:10.1037/a0024676  Readings from Cognitive Psychology: Expert performance  Ericsson, K. A. (2014). How to gain the benefits of the expert performance approach in domains where the correctness of decisions are not readily available: A reply to Weiss and Shanteau. <i>Applied Cognitive Psychology</i> , 28(4), 458-463. doi:10.1002/acp.3029  Weiss, D. J., & Shanteau, J. (2014). Who's the best? A relativistic view of expertise. <i>Applied Cognitive Psychology</i> , 28(4), 447-457. doi:10.1002/acp.3015  Chow, D. L., Miller, S. D., Seidel, J. A., Kane, R. T., Thornton, J. A., & Andrews, W. P. (2015). The role of deliberate practice in the development of highly effective psychotherapists. <i>Psychotherapy</i> , 52(3), 337-345. doi:10.1037/pst0000015
2-11	Readings from Social Psychology:  Readings from Cognitive Psychology:
2-18	Readings from Social Psychology:  Readings from Cognitive Psychology:
2-25	<b>NO CLASS</b>
3-3	Readings from Social Psychology:  Readings from Cognitive Psychology:
3-10	Readings from Social Psychology:  Readings from Cognitive Psychology:
3-17	<b>SPRING BREAK</b>
3-24	Readings from Social Psychology:  Readings from Cognitive Psychology:
3-31	Readings from Social Psychology:  Readings from Cognitive Psychology:
4-7	Readings from Social Psychology:  Readings from Cognitive Psychology:
4-14	Readings from Social Psychology:

Readings from Cognitive Psychology:

4-21 Readings from Social Psychology:

Readings from Cognitive Psychology:

4-28 Readings from Social Psychology:

Readings from Cognitive Psychology:

5-5 Readings from Social Psychology:

Readings from Cognitive Psychology:

5-12 Readings from Social Psychology:

Readings from Cognitive Psychology:

5-19 Final consultation on dissertations and class wrap-up