I. Course Overview and Goals

The course will provide students with a foundation in theory and research at the interface of social and counseling psychology. Students will obtain a basic, fundamental grasp of social psychology theories, methodologies and perspectives and understand their relevance to counseling psychology practice and research. The course is organized around social and cognitive theories, concepts, and processes rather than specific psychological disorders because it is from such general theories, concepts, and processes that effective tools for assessment and intervention are most likely to be developed.

II. Required Readings

Required readings are designated in the course outline (►). No text is required for this course. Supplemental readings are required of co-leaders. All readings are available on the course webpage.

III. Course Requirements

1. Class attendance is recommended. You and your peers will benefit from regular attendance and cooperation. According to APA policy, your behavior in graduate school requires ethical behavior as set forth in the APA standards. This includes your classroom behavior.

2. Keep up with assigned readings. Classroom discussion will depend on it. Your learning will be enriched by it. You are expected to read articles prior to class
and be prepared to discuss the material in class. Readings will be provided to you by the instructor.

III. Grading Policy

No exams will be given in this course. You will be graded on the following:

- Class participation (including weekly written summaries, co-leading) 50%
- Final conceptualization paper 50%

DEFINITIONS and ACTIVITIES

A. Class Participation. This course is a doctoral seminar in which active participation is expected of everyone. In order to be an active participant, you need to read the assigned material, understand most of what you have read, and be prepared with comments and questions, including questions about aspects of the reading that you may not have understood. Understanding that some people are more comfortable than others speaking up in group settings, I will do my best to make the class a safe place for asking questions and offering opinions.

B. Weekly Essays. Beginning with the class session on February 9th, you will write a brief (1-2 page) essay describing how the concepts or theories from that week’s reading might be used to help you (1) understand your work with a client, (2) further develop your research ideas, and/or (3) gain a new perspective on your service activities. (By “service activities,” I mean professional activities such as policy initiatives, consulting, organizational work, societal and community activities). You can focus on one or several domains in any given week, and aim for significant attention to each over the semester. These essays should be emailed to me by 4:00 p.m. Monday. These will not be graded but be prepared to discuss them in class. The last essay is due on April 27th.

C. Discussion Co-Leaders. Each student will either volunteer or be assigned to be a co-leader of one class session. As co-leader, the student will read the supplemental material for the assigned session, and develop set of at least five discussion points related to the broad themes of the reading. Discussion points should be implications raised by the material that suggest controversy, creative connections to other issues, research potential, or clinical application of the material. All students should be prepared to raise any of their discussion points, but the onus for keeping the discussion going falls on the discussion co-leader and the professor.

D. Final Conceptualization Paper. Each student will write a final comprehensive paper discussing the ways in which the field of social psychology (including social cognition, self and identity, and personality) has informed TWO or THREE of the following:
• **Your Clinical Work** – For example, you might focus on one current or past client (psychotherapy or assessment) using the concepts, theories, and research discussed in this course. You might include a social cognitive assessment and conceptualization and a plan for intervention.

• **Your Research** (current or future)  As a context, make sure you include a clear statement of your research questions, hypotheses, and methods, to the extent that they are developed

• **Your Service Activities**. This is broadly defined to include current or prospective work in administration, policy development, committee work, leadership positions, etc.

My aim is to allow you to individualize the assignment so that this effort will be as useful as possible, given your individual interests, and given this particular point in your training and development. You should make specific use of the theory and research (with references) covered in this course. You may also include additional material not covered in this course if you choose (in addition to, not instead of, the material covered in the course).

The paper should be approximately 15-20 pages (double-spaced, APA style, including references).

**IV. Course Outline**

**January 26**
Overview of the course and syllabus. History of the social-clinical interface, and distinctions and areas of overlap. Defining major domains, major events, and major figures in social psychology. Using and understanding theory, the literature base, and HARK.


►Kowalski, R., & Leary, M. (1999). Interfaces of social and clinical psychology: Where we have been, where we are. In R. M. Kowalski & M. R. Leary (Eds.). *The social psychology of emotional and behavioral problems.* (pp. 7-33).

**February 2**


February 9
Cognitive dissonance; behavior justification, consistency and congruence as motivational factors. 1st Essay due.


February 16
Understanding social influence, attitudes and persuasion in counseling; the Elaboration Likelihood Model of persuasion. 2nd Essay due.


February 23
Attributional activity in adjustment, fundamental attribution error, self-blame processes. 3rd Essay due.


March 2
Social learning and why self-efficacy is everywhere (especially health and career development). 4th Essay due.


March 9

http://homepage.psy.utexas.edu/homepage/Faculty/Pennebaker/Home2000/JWPhome.htm


**March 23**

Reality Negotiation (excuse-making, hope, Barnum effects) and the contributions of C. R. Snyder; positive illusions and making meaning. *6th Essay due.*


**March 30**


**April 6**

Self-Regulation and the work of Roy Baumeister (is it really like a muscle?) *8th Essay due.*


**April 13**


**April 20**


**Supplemental:** Dunn, D. S., Uswatte, G., & Elliott, T. (in press). Happiness, resilience and positive growth following disability:
April 27

Pro-Social Behavior: Altruism, Forgiveness, Gratitude. 11th Essay due.
http://www.psy.miami.edu/faculty/mmccullough/Index.html


May 4

OPEN DATE. This date is open for us to cover something we want to know more about. We could have individual presentations on topics of particular interest. E.g., Prejudice? Stigma? Clinical judgment? Gender roles, gender differences in emotion? Aggression? Social psychophysiology?

May 8

PAPER DUE. Send it to telliott@tamu.edu

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**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement and Policy**

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.tamu.edu/aggiehonor

Students with special needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an examination.

Appreciation is expressed to the following colleagues for their kind advice and assistance in the development of the syllabus: Jim Maddux, Don Forsyth, Rex Wright, Cal Stoltenberg, Marty Heesacker, Pat Frazier.