Course Title: Social Justice Counseling

Course Number: HR 5583-490

Course Description: This course emphasizes theory and methods to promote social justice in human relations counseling practice. The ethics of social justice in counseling will also be addressed. Various social justice and counseling theories will be explored, as will strategies for integrating social justice into a human relations counseling. Concepts and skills will be studied through the readings and online discussions, online media presentations, case studies, written exercises, and developing an advocacy plan.

Course Dates:

- May 1 – August 31, 2012
- Last day to enroll or drop without penalty: April 2, 2012

Site Director:

This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:

- Course Professor: Chad V. Johnson, PhD
- Mailing Address: University of Oklahoma, Schusterman Center
- Department of Human Relations
- 4502 E 41st Street
- Tulsa, OK 74135
- Telephone Number: (918) 660-3377 (O)
- Fax Number: (918) 660-3490
- E-mail Address: cvjohnson@ou.edu
- Virtual Office Hours: Please contact professor.
- Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


2. Materials posted on the OU Desire to Learn (D2L) system: Handouts, articles, and videos. Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
Optional Text:

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

Course Objectives:
Through this course, the student should:
1. Learn basic and specialized skills in social justice counseling within the human relations field;
2. Acquire an advanced understanding of social justice as it is applied to counseling practice;
3. Examine the counseling process critically and strategically within a multicultural and social justice perspective; and
4. Enhance the ability to advocate for clients as a human relations counselor.

Weekly Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Setting The Stage</td>
<td>5 Faces of Oppression, Multicultural and Social Justice Movement, Unpacking the Invisible Knapsack</td>
<td>Quiz 1; Discussion Posts</td>
</tr>
<tr>
<td>Week 2</td>
<td>Social Justice and Mental Health</td>
<td>Text 1, 2; Sociopolitical Nature of Counseling</td>
<td>Quiz 2; Discussion Posts</td>
</tr>
<tr>
<td>Week 3</td>
<td>Social Justice and Counseling</td>
<td>Text 3; Critique of Psychotherapy</td>
<td>Quiz 3; Discussion Posts</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ethnopolitical Psychology and LGBT</td>
<td>Text 5, 6;</td>
<td>Quiz 4; Discussion Posts; AP proposals due (May 23)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Risk Reduction and Social Justice Therapy</td>
<td>Text 7, 8</td>
<td>Quiz 5;Discussion Posts</td>
</tr>
<tr>
<td>Week 6</td>
<td>Families and Social Justice</td>
<td>Text 10, 11</td>
<td>Quiz 6;Discussion Posts</td>
</tr>
<tr>
<td>Week 7</td>
<td>Feminist and Liberation Theories</td>
<td>Text 12, 13</td>
<td>Quiz 7;Discussion Posts</td>
</tr>
<tr>
<td>Week 8</td>
<td>Work and Mental Health Policy</td>
<td>Text 15, 16</td>
<td>Quiz 8; Discussion Posts; Case Study (June 13)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Prevention</td>
<td>Text 17; Primary Prevention</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>Week 10</td>
<td>Teaching and Training</td>
<td>Text 20, 21</td>
<td>Quiz 10; AP Lit Review (June 27)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Final Exam posted</td>
<td>N/A</td>
<td>July 11</td>
</tr>
<tr>
<td>Week 12</td>
<td>Final Exam posted</td>
<td>N/A</td>
<td>July 11</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Work on AP Plan</td>
<td>N/A</td>
<td>August 1</td>
</tr>
<tr>
<td>Week 15</td>
<td>Social Justice Advocacy Plan</td>
<td>N/A</td>
<td>AP Final Plan (August 1)</td>
</tr>
</tbody>
</table>
Assignments, Grading, and Due Dates:

All assignments should be written using the 6th edition of the APA Publication Manual (APA, 2010). I have included a handout of APA essentials on D2L, but it is not a substitute for reading and following the publication manual—particularly chapters 1 "Writing for Behavioral and Social Sciences" and 3 "Writing Clearly and Concisely." Discussion board assignments should be clearly and concisely written, but APA-style is not essential (do reference properly, however).

A note on plagiarism: Be aware that all your papers when put in the Dropbox are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see Writing Resources).

Weekly Reading/Video Assignments:

Our primary text for the class is Aldarondo's *Advancing Social Justice Through Clinical Practice*. Students are expected to read/study the textbook chapters, articles, and videos and be familiar with their content. As with many courses taught in the traditional classroom format, there will be weekly reading assignments. Each week, students should be prepared to discuss the topics and issues raised in the reading assignments. The discussion will take place online via discussion board participation, rather than in the traditional classroom.

Course Videos:

There are several videos for you to view in this course. To access the videos, log onto the library website first (http://libraries.ou.edu/eresources/). Once you're logged on go to: Social Sciences then Psychology then click on the second bullet titled: Counseling and Therapy Videos

You will need to register so you can access the Video Playlist for this course. The playlist is entitled, "Social Justice and Multicultural Counseling." I will give you the title of the video to view under each Lesson in the Content section. You can search the video database using these titles.

Weekly Discussion Board Participation (Part I – Reflection):

Due Date: Thursday (11:59 PM) Each week

Each week students are responsible for posting 250-500 words of thoughtful reflection on the topics or issues raised in the weekly reading and media assignments. Please demonstrate to me that you have read, studied, and critically thought about the readings and lesson materials (videos, etc.). You will also respond to questions posted by the instructor in the Discussion section. Do NOT summarize what you read, but share your reactions: thoughts, ideas, emotions, and critical analysis.

Weekly Discussion Board Participation (Part II-Responses)

Due Date: Sunday (11:59 PM) Each week

In addition to posting a response to the readings, students are also required to respond to at least two other students in the class via the discussion board. You must read ALL discussion posts by your fellow students. The response to other students should be equally thoughtful, and should include references to the readings, concepts, theories, or practices relevant to the weekly topic. D2L has a feature for checking how many posts students have read. I will review this to monitor that students are reading all discussion posts.

Caveat: As always, be respectful of others' reflections and ideas. Respectful debate can be an avenue for deeper reflection and learning. However, this can also be accomplished through staying focused on your own experience, speaking your “truth,” and maintaining a conversational tone versus an adversarial one. That is, this is an exercise in sharing your experience/ideas and learning from others' reactions. It is a practice of seeing the multiple perspectives and "truths" that exist in others, NOT proving whose version of “truth” is the right one. Disrespectful or inappropriate discussion posts may result in grade penalties, removal from the course, or academic discipline.
**Quizzes:**
Due Date: Each Sunday (11:59 PM)

You will be required to complete a four-question True/False quiz after each lesson (12 points each). You will basically be asked to testify whether you completed ALL the readings (texts, articles, videos), discussion entries, responses, and read all discussion posts. Please be honest. I will attempt to read everyone's responses or select a random sample each week to verify that your quiz responses are accurate. If they are not you will lose credit for the quiz. Quizzes will close at 11:59 AM on Sunday night. *If you fail to complete a quiz within the time frame, you will not receive credit for it.* Points will be deducted from the quizzes if your responses do not demonstrate adequate quality and knowledge of the course material. Dishonest responses to the quizzes will result in losing all points for the quiz and possibly further penalties. *I will drop the lowest quiz grade from your final grade calculation.*

**Social Justice Advocacy Case Study**
Due Dates: June 13th

Select an organization, agency, or group that is contributing to advancing social justice in mental health and accepts/needs volunteers. Spend 2-4 hours volunteering or observing/shadowing staff/volunteers in the organization and conduct an information interview with the Executive Director and/or other staff member. In a 4 to 5-page paper (APA-style), discuss the social justice issues addressed by the agency and your reactions and critical reflections to the issues and experience integrating information from the readings and videos. Describe the agency and their mission/objectives. Reflect on your experiences and what type of action is being advocated for in the organization. What did you learn about advocacy for mental health? What impressed you about the organization’s activities? What did not impress you or what would you change? What challenges and obstacles do they face? What successes have they had? What would you do differently? What actions are you motivated to take? (50 points)

**Final Exam**
Due Date: Posted July 3rd, Due July 11th

There will be short-answer, open book *Final Exam*. The exam will cover the readings, activities, and media/video presentations. You must keep up with the reading or the exam will be extremely challenging. *You will be expected to use the readings to support your answers and provide in-text citations.* Exams will be scored for thoroughness of answer, quality of content, and quality of written expression (use APA-style: cover page, references, etc.). Upload your exams into the appropriate Dropbox. I will grade exams and give feedback using Track Changes on MS Word and post these in your Dropbox for you to review. (50 points)

**Social Justice Counseling Advocacy Plan**
Due Date: Proposal, May 23; Part I: Intro/Lit Review, June 27; Part II: Final Plan, August 1

Students will be assigned into groups of 2 and asked to work together to create an Advocacy Plan (AP) addressing a social justice issue related to mental health and well-being. See separate instructions for Social Justice Advocacy Plan, Advocacy Plan Evaluation, and The Literature Review on D2L. Read them carefully. Your group will first turn in a topic along with a two paragraph *Advocacy Plan Introduction/Proposal* (APA-style and 2-4 references) early in the semester. The complete *Part I: Introduction and Literature Review* sections are due midway (50 points). The *Part II: Final Plan* is due at the end of the semester (50 points). Each Student will also receive a Group Participation score due with the Lit Review and Final Advocacy Plan (15 points each).

Although the AP will be written collectively, be sure that it reads as a cohesive, coherent document and not separate documents written by separate people. That means some amount of editing and revision will need to be done. Do NOT wait until the last minute!

NOTE: For the online class, your group will not be expected to implement the advocacy plan, only develop a detailed proposal. (Total = 130 points)
Grading:
This is a letter-graded course: A, B, C, D, or F. Late assignments will be penalized one letter grade for each day they are late. In some cases late assignments will NOT be accepted. Make sure to inform me well ahead of the due date if you anticipate difficulty meeting the assignment deadline.

Final grades will be assigned as:
- A = 90 - 100 percent
- B = 80 - 89 percent
- C = 70 - 79 percent
- D = 60 - 69 percent
- F = 59 percent and below

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>Required reading and Discussion Postings</td>
<td>Weekly</td>
<td>Required</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Every Sunday (or before)</td>
<td>12 each; Total =120</td>
</tr>
<tr>
<td>Case Study</td>
<td>June 13</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>July 11</td>
<td>50</td>
</tr>
<tr>
<td>Social Justice Advocacy Plan</td>
<td>Proposal: May 23</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Intro/Lit Review: June 27</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Group Participation Form</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Final Plan: August 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Group Participation Form</td>
<td>50</td>
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<td></td>
<td>Total = 130</td>
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<tr>
<td>Total</td>
<td>N/A</td>
<td>350</td>
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</tbody>
</table>

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Writing Style and Scholarly Effort:
All of your written work for this course should be carefully edited before submission. Your papers should be well organized, free of grammatical errors, thoughtful and give evidence of scholarly work. If you cite other writers, APA (2010) style should be used in the citations and reference list. The papers should have a cover sheet. Please use the following rubric for understanding how your papers will be graded:

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Support</td>
<td>1. Personal opinion unsupported by literature; no references.</td>
<td>1. Refers to few (2-3) literary responses to support personal opinion.</td>
<td>1. Personal opinion supported by literature; facts.</td>
</tr>
<tr>
<td></td>
<td>2. Lack of response to literary evidence against personal opinion.</td>
<td>2. Few (1-2) responses to literary evidence contrary to personal opinion.</td>
<td>2. Pertinent response to literary evidence contrary to personal opinion.</td>
</tr>
<tr>
<td></td>
<td>3. Argumentative, reactionary, defensive; limited awareness of audience and purpose.</td>
<td>3. Attempts to establish purpose.</td>
<td>3. Maintains clear focus; evidence of distinctive voice and/or appropriate tone.</td>
</tr>
</tbody>
</table>
| Development of Argument | 1. Ideas not supported by details.  
2. No evidence of analytical thinking, reflection or insight.  
3. Only one perspective presented on the issue. | 1. Ideas loosely supported.  
2. Minimal idea development; repetitious details.  
3. Dichotomous, two-part, “either-or” thinking. | 1. Ideas supported by details.  
2. Evidence of analysis, reflection and insight.  
3. Multiple perspectives on the issues. |
|------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Grammatical Structure; Language | 1. Errors in grammar, spelling, punctuation, capitalization.  
2. Incorrect and/or Ineffective wording, no sentence structure.  
3. No paragraph development. | 1. Few grammatical errors.  
2. Some simplistic language, awkward sentence structure.  
3. Some paragraph development. | 1. No grammatical errors.  
2. Precise, rich language, variety of sentence structure & length.  
3. Well-developed paragraphs; clear. |
| APA Style Formatting | 1. Numerous errors in citations within text body.  
2. Lack of citations (plagiarism).  
3. No cover; no running head.  
2. Cover page with few errors.  
3. Improper running head.  
4. Attempts APA style formatting. | 1. Proper citation within text body.  
2. Cover page.  
3. Running head.  
4. Scholarly writing in APA. |

Total Points | | | 10 |

**Policy for Late Work:**

Late assignments will be penalized one letter grade for each day they are late. In some cases late assignments will NOT be accepted. Make sure to inform me well ahead of the due date if you anticipate difficulty meeting the assignment deadline.

**Attendance Policy:**

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: [http://webapps.ou.edu/it/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).
Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Distance Learning webpage and click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Chad V. Johnson, Ph.D.

Education
• Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
• M.A. Trinity University; Major: School Psychology (NASP-approved)
• B.A. Magna Cum Laude, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

Supplemental Education/Study Abroad:
  o Minzu University, Beijing, China - Language and Cultural Studies, Summer 1992
  o Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

Current Positions
• Dec 2006 – Present Advanced Programs Instructor s
• Aug 2006 – Present Assistant Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenure-track.
• Aug 2006 – Present Project Director Center of Applied Research for Nonprofit Organizations, University of Oklahoma, Schusterman Center, Tulsa, OK
• Jan 2009 – Present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
• Dec 2008 – Present Private Practice, Tulsa, OK
• July 2008 – Present Faculty Mentor, School of Community Medicine, University of Oklahoma, Tulsa, OK

Frequently Taught Advanced Programs Courses
• HR 5463 Counseling Skills
• HR 5433 Group Counseling
• HR 5113 Problems of Professional Helpers
• HR 5533 Counseling Approaches
• HR 5003 Theoretical Foundations
• HR 5453 Ethics in HR Counseling
• HR 5970 Spirituality and Counseling

Major Areas of Teaching and Research Interest
• Psychology and Religion/Spirituality
• Social Justice and Community Based Participatory Research
• Group Psychotherapy
• Humanistic, Existential, and Transpersonal Studies
• Psychotherapy Process

Representative Publications and Presentations

Refereed Publications

Book Chapters (* = Peer reviewed for acceptance)

Books/Monographs

Representative Honors and Awards Received
• Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2010, Award: $6,000
• Nominee for Social Justice Award, Women’s and Gender Studies Program, Center for Social Justice, University of Oklahoma, 2010
• Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2008, Award: $6,000
• Selected for Inaugural School of Community Medicine Leadership Academy, University of Oklahoma, Schusterman Center Campus, 2008-2009
• Selected for Excellence in Proposals Program, University of Oklahoma, Office of Research, Grant writing mentoring program, 2008
• Nominee for the Council of Counseling Psychology’s Training Programs Outstanding Graduate Student Award, 2003
• Edwin L. Herr Scholarship for the Education of Counselors, Pennsylvania State University, 2002

Major Professional Affiliations
• LICENSURE AND CERTIFICATION
  o Licensed Health Service Psychologist. State of Oklahoma (Lic. No: 1070)
  o Licensed Psychologist. State of Iowa (Lic. No: 00996, Inactive)
• American Psychological Association
• APA Division 17: Counseling Psychology
• APA Division 32: Humanistic Psychology
• APA Division 49: Group Psychology and Group Psychotherapy
• American Group Psychotherapy Association
• Society for Psychotherapy Research