

EDC 239: Counseling Theory and Education

Department of Education and Child Study (4 credits)

Spring 2025, Mon/Wed 9:25-10:40, Young Basement

Instructor: Dr. Hannah Lord (she/her)**Please call me:** Dr. Lord, Professor Lord, or Hannah**Office:** Campus School of Smith College**Email:** hlord@smith.edu or via Moodle**Office Hours:** by appointment, please email to request**Quick Links:**

- [Class Google folder](#)
- [Excused Absence Request Form](#)
- [Request for Extension Form](#)
- [Smith's student support services](#)
(also: **413-585-2800**)
- [Office of Equity and Inclusion](#)
- [Technology Support from Smith](#)
- [Sources of funding for students](#)
- [Academic Honor Code](#)
- [Accessibility Resource Center](#) (formerly ODS)
- [Natural Reader App](#)

Welcome to EDC239!

This syllabus will cover the following:

- [Overview of course](#)
- [Major Assignments and Grading](#)
- [General Expectations, Attendance, and Extensions](#)
- [Equity and Community](#)
- [Accommodations](#)
- [Self-care and Support Resources](#)

Overview of course

The intersection of psychology and education is a vibrant and vital territory both theoretically and practically. Both areas of study consider how human development, and human interaction, lead to growth and change, yet often these two areas of study do not crosspollinate. This course mines the territory of psychology for ideas and tools that can inform and improve our work with children and teenagers in educational spaces. It is an introduction to the art of using psychological concepts to improve educational effectiveness. This class is intended for aspiring educators as well as aspiring psychologists or social workers, but it will be useful to anyone (in any profession) who wants to think deeply about the pathways of human change.

Major Themes of Course

- The complexity of "seeing" another person. This includes exploring notions of self, "seer," and context.
- The impact and power of labels and labeling.
- An introduction to transtheoretical change processes
- Exploring notions of "suffering" and specific pathways of change, as defined by select branches of psychology (psychodynamic, behavioral, postmodern, and somatic)
- The translation of theoretical ideas into everyday interventions in a classroom setting.

Learning Goals of Course

- Identify foundational concepts that inform and improve our knowing of another.
- Understand the power and impact of identifying a behavior or problem as something to change.
- Understand the incremental and cyclical nature of change.
- Identify multiple approaches to intervention and change. Including both the underlying principles and the translation to practical, everyday use.
- Begin to independently problem solve, using a multitude of approaches, to improve any educational intervention aimed at human change.
- Develop an appreciation and taste for how the field of psychology can support and inform the field and practice of education.

Major Assignments and Grading

Each week, I will assign readings which we will engage through pop quizzes, reading application assignments, lectures, and group discussions. I will also assign you a collaborative video project, a midterm exam, and a final 5-7 page paper. All these assignments will be discussed in more detail, with accompanying rubrics, when the assignments are introduced in class. A breakdown of grades and major assignment dates is below. A description of weekly assignments is available in our [shared google folder](#).

Project	Description	Due Date	% of final grade
Reading Applications	Short reflections, pop quizzes, pod or large group discussions, "tool boxes" for each theory	Weekly	25%
Group Video Project	A collaborative video introducing and discussing a major "Pillar" from Part 2 of the class	Feb 24,26	15%
Mid-term exam	A mixture of multiple choice and short answer questions covering major topics from readings, class lectures, and group videos	March 24	25%
Final Paper	A novel exploration of a psychological theory or approach, identifying the underlying principals of change as well as actionable tools for the classroom	April 28	25%
Attendance	On-time, attendance in class	Weekly	10%

General Expectations

- Active and informed discussion is the responsibility of all members of our class. I expect you to do the reading for class and be prepared to discuss your thinking with me and with your peers.
- Please disable and put away cellphones while in class. If you need to use your phone, please leave the room. Laptop computers are permitted only if you need them for notetaking. I expect all technology use to be in the service of the class, at all times. If this is difficult for you to do, consider using your laptop in airplane mode.
- You can access Smith's Academic Honor Code [here](#). I, and Smith, expect you to know and follow this code.

Attendance and Extensions

- Class attendance and an on-time arrival to class is required. Since life also happens, I allow two (2) absences and two (2) late arrivals. Unexcused absences beyond the two, or repeated late

arrivals to class, will result in a lowered attendance grade. If you do need to be absent from class, for any reason, please notify me via the [Excused Absence Request Form](#) prior to class.

- Assignments are due at the start of class on the date specified. If you need an extension, please see below.
 - Students are allowed two 48-hour extensions on assignments of their choosing, without explanation. To access a 48-hour extension, simply fill out the [Request for Extension Form](#) before an assignment is due. If you submit the form *before the assignment is due*, your extension is automatically approved.
 - You may not request an automatic extension for class presentations.
 - Work submitted beyond a 48-hour extension, or submitted late without having used the form, will be docked one grade-step for each day that it is late.
- Please remember if you have an accommodation that entitles you to additional extensions, you must communicate with me about a revised deadline, prior to the assignment's due date.

Equity and community

I understand that power and oppression do not stop at our classroom door but instead live within, around, and between us and impact each of us differently. I strive to create an equitable, inclusive, anti-racist, liberatory classroom community where we consider the presence and impact of history and current systems of racism, classism, sexism, ethnocentrism, ableism, and hetero/gender normative assumptions in our texts, our thinking, our language, and in our interactions with each other. I do not expect us to build a classroom community without conflict or mistakes – if we are showing up and present, these territories will inevitably arise. I do expect students to commit to considering themselves, and others, both critically and kindly. I will support and encourage a culture of humbleness and repair. If you are feeling unsafe, unseen, unheard, or in some way silenced in this class, I'd like you to have support. You can bring this to my attention (in class, via email, or during office hours) and/or you can reach out to Smith's student resources including the [Deans' Office](#) or the [Office of Equity and Inclusion](#).

Accommodations

Everyone in this class will learn differently, have different learning edges, and will need different accommodations. My goal is to make this course accessible to all who want to take it. If you have a documented learning disability or need for accommodations, please let me know and provide me with your letter of accommodations so that I may honor those needs. If you are struggling with something, if life interferes, if the format or materials with which I am teaching is proving difficult for you, please let me know so that we may problem solve together and ensure that you have sufficient support to meet the expectation of the class. I acknowledge that my insight into what accessibility means is ever-growing and confined at times by my particular privileges and world views -- please be my partner in making this class an effective learning environment for you.

Self-care and Community Resources

Thinking deeply about the lives of children, psychological intervention, and theories of the human condition and human change, often make us think deeply about ourselves and our own experiences. If you are finding that the course material is stirring questions and reflections that is to be expected and is a good thing! If you are experiencing overwhelming discomfort or stress, or if you are having trouble separating your own experiences and emotions from the work of the classroom and the material we are discussing, then it's time for a pause to consider what supports are needed. I am here to help with that. Resources can also be found through [Smith's student support services](#).