

Counseling Psychology

Initially I became interested in the Counseling Psychology program through my husband, who is currently enrolled in it. In particular, I was enthusiastic about the practicum dimension of the program. I no longer find strictly intellectual, academic work to be personally fulfilling. I want to see a direct correlation between my work and the area of personal and interpersonal development.

For several years, I wanted to be a teacher. I always felt that it was only by using academic material as a means that I could begin to work with students on a personal level. Counseling, however, seems a more direct approach and eliminates the intermediate step.

One aspect of behavior modification which particularly appeals to me is its specificity. It provides people with a concrete way of dealing with problems, rather than engulfing them in a morass of nebulousness. I am quite excited by this approach, which also involves as a necessary component increasing people's level of self-awareness. I will be working with Deane teaching two self-change courses at the People's Center next quarter (see accompanying sheets). I have even become involved with my own self-change project: My husband and I have been devising ways to cope with communication breakdowns which in the past have led to unexplainable and generalized feelings of tenseness and hostility. Now, when one of us notices these feelings coming on, we signal it by clapping our hands. We then retire to different sections of the house to write down the antecedents (how each of us perceived what the other person should be doing; our expectations; what we meant by certain words). We then come back together to see where the communication/expectation breakdown occurred. We have invariably found that the generalized negative feelings were the result of some specific misinterpretation (different interpretation!?) of the other's actions or communication. The consequences for repairing the breakdown in communication have been lots of hugs and kisses!

ABSTRACT OF Ph.D. PROGRAM

Johanna Shapiro
Stanford University

This interdisciplinary doctoral program was designed to develop two foci: The first was an attempt to systematically relate three functionally associated and overlapping fields. In line with this rationale, the program provided training in psychology (including the fulfillment of a psychology minor), sociology, and counseling psychology. Background in psychology included in-depth study of personality theory, abnormal psychology, psychology of sex roles and sex typing. Sociological preparation concentrated on training in small group theory, sociological constructs, and the interrelationship of personality and social structure. Background in counseling psychology emphasized the study of different psychotherapeutic systems, with intensive training in behavior modification and social learning theory. It also included a significant amount of internship experience in various mental health agencies. Based on the assumption that effective clinical work depends in part on the findings of applied research, the program also stressed research methodology: training in statistical analysis, experimental design, theory construction, data collection, etc. -- as well as directed research in such areas as sex role differences, counselor behavior in response to different sex roles, etc.

A second aspect of the program focused on the application of psychological and sociological principles and knowledge to the problems of women, particularly a) the mental health of women as affected by various educational and social settings and b) the role of women in contemporary institutions, with emphasis on the school and the family. In addition, the counseling of women was treated as an area of particular research and clinical importance. Emanating from this perspective, the program stressed both theoretical work on the development of a psychology of woman which would consider factors of environment and social structure as well as individual personality in the analysis and treatment of personal-psychological problems; and applied clinical work with women in individual and group counseling.

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Statement of Purpose

This petition argues in favor of establishing a special Area Committee: Women's Studies in Education. Naturally, the question arises: Why not pursue this interest through an existing Area? If I am interested in sociological analysis of the status of women, why not major in Sociology of Education? If I am concerned with the mental health of women in educational settings, why not proceed through Psychological Studies? Repeatedly, these avenues have been explored with the appropriate chairpersons. However, in attempting to shape my concerns to conform to established guidelines, the concept of women's studies is invariably reduced to a footnote, a sidelight. The function of this proposal is to define women's studies as a legitimate area of academic study within a School of Education.

Precisely because women's studies have never been the primary focus of any academic discipline, to approach the field through any one discipline seems arbitrary and confining. In general, ~~the~~ subject of woman qua woman has remained a curious oddity in the academic world. Unfortunately, this has meant that much of the writing and thinking among feminists has remained polemical and emotional, by and large without a theoretical framework or the systematic rigor that academic investigation produces. The whole concept of women's studies in the academic sphere is relatively new, and very much in the exploratory stage. Therefore, it seems more reasonable to approach the field from a variety of disciplines. My proposed program draws extensively from the fields of psychology, counseling psychology, sociology, history and literature.

The program attempts to develop three foci: 1) Women in education 2) The mental health of women as affected by various educational and social settings 3) The role of women in contemporary institutions, with particular emphasis on the school and the family. All these areas involve considerable and significant overlap.

Education, whether defined narrowly or broadly, has always served as a prime socializing agent. Thus, the education of women provides a rich source of information about the ways in which women have been socialized to conform to particular cultural stereotypes and roles. It also provides an opportunity to redefine current sex roles. Emanating from this perspective, various theoretical and research questions can be raised: In what ways (if any) do contemporary educational practices perpetuate sex stereotypes? What sort of interventions can be developed to modify teacher-counselor sex-typed behavior? What sorts of training packages can be developed for use in educational settings to improve such factors as self-esteem, assertiveness etc. in women?

The counseling of women seems an area of particular research and clinical importance. Traditionally, psychologists have constructed a passive, illogical, dependent image of women. By and large, lay people have accepted this definition. The result is that woman has been socialized, by her society and by her therapist, to conform to a limited and stereotypic model. The feminist movement has demanded a fresh appraisal of woman both from society and psychotherapy. At this time, a psychology of woman (Bardwick, 1972; Weisstein, 1971) which considers factors of environment and social structure as well as individual personality is both viable and necessary. Frequently, personal-psychological problems tend to have their roots more in the structure of social organizations than in the individual. Thus it is necessary to explore how environment impinges on the attitudes and behavior of individuals, particularly women. In accordance with this conviction, my approach to the counseling of women will combine principles of both psychology and sociology. Areas of particular interest include sex role differences and sex typing; social organization of individual identity; and expectation-states theory.

A crucial aspect of this program is its clinical dimension. I have been trained as a therapist and a counselor. I feel a special obligation to use these skills in working with women. Thus my program includes a significant amount of practicum experience (possible options include internship at the Santa Clara Mental Health Center, Cowell's Health Center, the Bridge etc.). The nature of this experience of course would depend in part on the specific setting. However, in general I hope to do some vocational counseling, some family and marriage counseling, and lead a woman's group.

Because effective clinical work depends on the findings of applied research, the proposed program has a strong stress on research methodology. It provides for training in statistical analysis, experimental design, theory construction, data collection etc. It also includes opportunities for directed research.

Ultimately, I hope my graduate training will lead in three directions: 1) applied research 2) teaching 3) clinical practice.

Course Program

*Courses completed as of Autumn Quarter, 1973

Women in Education

- * Education 210: Sociology of Education..... 4
(focus on socialization of women: female motive to avoid success)
- * Education 201: History of Education in U.S..... 3
(focus on education of women and women as educators)
- * English 398: Directed Reading..... 3
(focus on images of women in literature; how women are socialized by these images)
- * Education 311: Socialization of Pre-Adults..... 3
- * Education 490: Research on Teacher Groups..... 9

Psychology of Women

- * Education 236: Behavior Modification..... 2
(focus on applications of behavior modification to female clients)
- * Education 230: Foundations of Counseling..... 3
(focus on counseling of women)
- * Education 233: General Counseling Competencies..... 3
- * Psychology 275: Directed Research..... 2
(focus on psychology of sex roles)
- * Psychiatry 316: Introduction to Family Systems..... 1
(focus on woman's place in family system)
- * Education 234: Decision-Making Competencies..... 3
(focus on vocational counseling for women)
- * Education 490: Directed Reading..... 4
(focus on the influence of client-counselor sex on the therapeutic process: review of literature)
- * Education 235: Decision-Making..... 1
- * Psychology 277: Seminar on Psychology of Sex Roles..... 3
- * Psychology 194A: Sex Roles and Sex Typing..... 3
- * Education 491: Directed Research..... 3
(focus on preparing intervention package for use with sex-typed counselors)
- Psychology 212: Social Psychology..... 3
- Sociology 176: Personality and Social Structure..... 3

Clinical Experience

- * Education 238 A,B,C..... 12
 (9 month internship at North County Mental
 Health Center)
- * Psychiatry 304: Child Psychiatry..... 8
- Education 338 B,C..... 12
 (possible internships include Cowell Health Center
 and Hoover Pavillon)

Methodology

- * Education 232: Research in Counseling..... 2
- Education 250 A,B: Statistics..... 8
- Education 251: Lab Methods in Educational Research..... 3
- Psychology 213: Personality..... 3
- * Sociology 201: Introduction to Sociological Research..... 5
- Sociology 155: Research Seminar - Expectation-States..... 3
- Dissertation..... 18

Proposed Course Schedule

Winter, 1974

Education 250A: Statistics (4)
Sociology 155: Introduction to Expectation-States Theory (3)
Psychology 213: Personality (3)
Sociology 176: Personality and Social Structure (3)
Education 338B: Practicum

Spring, 1974

Education 250B: Statistics (4)
Psychology 212: Social Psychology (3)
Education 491: Directed Research (6)

Summer, 1974

Education 338C: Practicum

Autumn, 1974

Education 251: Lab Methods in Educational Research (3)
Education 491: Directed Research
Dissertation

Winter, 1975

Practicum and Dissertation

Spring, 1975

Practicum and Dissertation

Feminist Studies

Statement of Purpose

Just as women's rights was a (troublesome) footnote to the abolitionist movement, so feminism has remained a footnote to most academic disciplines. More recently, under the impetus of women's liberation, we find whole courses devoted to an exploration of women. But, in general, woman qua woman remains a curious oddity in the academic world. Unfortunately, this has meant that much of the writing and thinking among feminists has remained polemical and emotional, by and large without a theoretical framework or the systematic rigor that academic investigation produces. One function of this proposal is to define feminist studies as a legitimate area of academic study.

Precisely because feminism has never been the primary focus of any academic discipline, to approach its study through any one discipline seems arbitrary and confining. It seems more reasonable to approach the field from a variety of viewpoints (literature, history, anthropology, sociology, psychology, education) in an attempt to formulate a comprehensive, wholistic picture. Thus, this interdisciplinary program involves both courses drawn from several disciplines and directed reading (which can focus more directly on women). The multiplicity of this approach will enable me to systematically investigate the image and reality of women in contemporary society. Because of my previous interdisciplinary background in literature, history, and psychology, I feel particularly well-suited to moving back and forth among various disciplines.

However, in order to avoid an indiscriminate hodgepodge of courses, there will be only two major foci for this program: 1) women in education 2) the mental health of women (this choice of emphasis is arbitrary and reflects my own personal interests). These two areas involve considerable and significant overlap, as the following discussion hopefully will indicate.

Education, whether defined narrowly or broadly, has always served as a prime socializing agent. Thus, the education of women provides a rich source of information about the ways in which women have been socialized to conform to particular cultural stereotypes and roles. It also provides an opportunity to redefine current sex roles. Emanating from this perspective, various theoretical and research questions can be raised: In what ways (if any) do contemporary educational practices perpetuate sex stereotypes? What sort of interventions can be developed to modify teacher-counselor sex-typed behavior? What are the particular personal-psychological problems confronting women who pursue higher education, and how can they be ameliorated?

Educational processes have an influence on shaping the mental health of women in every society. I am particularly concerned with ways in which the community impinges deleteriously on the mental health of women; and also with the potential impact of the feminist movement on the mental health professions. Traditionally, psychologists have constructed a passive, illogical, dependent image of women. By and large, lay people in the community and the society as a whole have accepted this definition. The result is that woman has been socialized, by her society and by her

therapist, to conform to a limited and stereotypic model.

The feminist movement has demanded a fresh appraisal of woman both from society and psychotherapy. At this time, a psychology of woman (Bardwick, 1972; Weisstein, 1971) which considers factors of community social structure as well as individual personality is both viable and necessary. In accordance with this conviction, much of my psychological work in this interdisciplinary program will be in social learning theory, which offers a different, more flexible analysis of woman based on her interaction with her environment. Further, I intend to review the research literature appropriate to the issue of sex role differences and sex typing. I am especially interested in doing original research examining the influence of client-therapist sex role differences on the therapeutic process.

A final, and crucial, aspect of the interdisciplinary program is its practical dimension. I have been trained as a therapist and a counselor. I feel a special obligation to use these skills in working with women. Traditionally, the whole field of psychotherapy has tended to be injurious to women. Broverman et. al. (1971) points out that the psychotherapeutic profile of the "healthy" woman is identical to that of the "neurotic, immature" adult. What is needed is a new breed of psychotherapists who regard woman as an individual with the potential to explore all manner of private and societal frontiers. As a step in this direction, I have built into my program a significant amount of clinical experience (possible options include internship at the Santa Clara Mental Health Center, Cowell's Health Center, Child Psychiatry, Hoover Psychiatric Pavilion). The nature of this experience of course would depend in part on the specific setting. However, in general I hope to do some vocational counseling, some family and marriage counseling, and lead a woman's group.

This interdisciplinary program will provide me with several options in terms of a professional career: 1) Several colleges and universities are developing Woman Studies curriculae. My program would qualify me to assume a teaching position in such a program. 2) I would be qualified for appointment in a School of Education. 3) I would be qualified for appointment in a psychology department. 4) I would be eligible to be licensed as a psychologist. 5) I would be qualified to be employed by a university counseling center.

Background

I did two years of undergraduate work at UC Berkeley, during which time I received a Kraft Award for scholarship and a MacEnerney Scholarship. After my sophomore year I transferred to Stanford. I spent the following summer teaching contemporary literature and counseling minority students at Occidental College's Upward Bound program. In June, 1970, I graduated from Stanford Phi Beta Kappa, magna cum laude, and was awarded the Wexler prize for my history honors thesis. After graduation, I spent the subsequent year and a half traveling with my husband in Asia, where we studied Eastern religions, art, and literature.

In 1971-2, I was particularly interested in the idea of utilizing existing community structures to promote positive mental health, personal and interpersonal growth among members of the community. Thus, during this time, the focus of my activity was on community involvement, both in schools and in a church setting. I taught a ten week class on Zen Buddhism at Lothlorien, a private alternative high school. I also taught a class, "Reality Exploration," at Cubberley High School, Palo Alto. I served as the co-coordinator of a People's Center, a community-based educational and therapeutic facility, at the Palo Alto Unitarian Church. Through this Center, I co-lead a course on Family Communication and a Young Couples Workshop. Finally, from September 1971 to August 1972, I worked as a research assistant at Stanford's Center for Research and Development in Education. This project gave me extensive training in small group theory, sociological constructs, the interrelationship of personality and social structure, and research design.

I received an M.A. in Counseling Psychology from Stanford in June, 1973. The academic component of this program provided me with a thorough background in behavioral literature, social learning theory, and theories of personality. The program also provided me with extensive clinical experience in group and individual therapy. Clinical work involved consulting at Ladera Elementary School and Cubberley High School; individual therapy through the Stanford Institute for Behavioral Counseling; and individual and group counseling at the North County Mental Health Center, Palo Alto. During this time, I co-presented a paper, "Implications of Zen Values and Techniques for Counseling: Intervention Strategy and Preventive Therapy," at the February American Personnel and Guidance Association convention.

I am currently enrolled in a joint sociology-psychology Ph.D. program at Stanford, with an emphasis on Women's Studies. Course work involves 1) the psychology of sex roles and sex differences 2) socialization processes and expectation-states theory 3) personality and attribution theory 4) history of feminism and the role of women in contemporary culture. I have done original research on the influence of client-therapist sex role differences on the therapeutic process.

Statement of Purpose

My academic training in social learning theory argues against trying to understand an individual out of his environmental context (eg., Kanfer and Saslow, 1965). Further, my philosophical bias encourages me to place great value on community -- on interpersonal relationships, group interaction, cooperation among individuals. It is for these two reasons that I see my professional commitment falling within the area of community mental health and have attempted to gain extensive field experience in community settings: I have taught in two alternative high schools and consulted at both the elementary and high school level. I have co-coordinated a People's Center, a community-based educational and therapeutic facility, at the Palo Alto Unitarian Church; and I have interned at the Santa Clara North County Mental Health Center.

I see the goal of the mental health professions as not only restoring mental health, but increasing positive mental health in already "healthy" individuals. Therefore I am particularly interested in developing programs for use in educational settings which would explore questions of identity, values, interpersonal relationships. Such programs have the potential to function as a form of preventive, as well as rehabilitative, medicine. Secondly, in accordance with a theory which looks for etiology not only in individual pathology, but in environmental factors, a community facility must be concerned with community, as well as individual, change. A mental health center is in a position to translate the wants of the population into practicable programs (G. Caplan, in Freedman and Kaplan, 1967). It seems crucial that the center be in touch with all the diverse elements of the community. Bringing representative individuals together in a planning group to explore the scope and direction of the mental health center could potentially foster open communication within the community in other areas, such as politics or educational policy.

I am especially concerned with the role of women in the community. I am interested both in ways in which the community impinges deleteriously on the mental health of women; and also in the potential impact of the feminist movement on the nature of community mental health. Traditionally, psychologists have constructed a passive, illogical, dependent image of women unconfirmed by empirical research, and have proceeded to confine her to this image. By and large, lay people in the community and the society as a whole have accepted this definition. The healthy, well-adjusted female became synonymous with the neurotic adult (Brewer, et. al. 1971). Reflecting inequalities in the larger society, traditional psychotherapy has maintained women patients in a passive relationship to an authoritarian male (Chesler, in Gornick and Moran ed., 1971). Woman has been socialized, by her society and by her therapist, to conform to this stereotype.

The feminist movement has demanded a fresh appraisal of woman both from society and psychotherapy. At this time, a psychology of woman (Bardwick, 1972, Weisstein, in Gornick and Moran ed., 1971) which considers factors of community social structure as well as individual personality is both viable and necessary. It provides a challenge to the therapist in all aspects of

counseling - vocational, marital, family. It also provides a basis for reevaluating woman's role within the community.

The concept of community mental health provides the possibility of effecting attitudinal changes among both men and women in a variety of settings - family structure, educational systems, employment agencies, churches. However, there is a great need for rigorous and carefully conceived research to indicate guidelines for the practitioner. On a theoretical level, I am interested in research on sex role differentiation and the relationship between the socialization process and mental illness in women. On a more practical level, I am interested in research to evaluate and assess mental health remedial and rehabilitative programs in the area of sex role education. I am also interested in developing community intervention programs; for example, a training package for use in educational settings designed to improve self-esteem in women.

My future professional goals include such options as educator in a university, competent to train individuals interested in pursuing careers in community mental health; director of a mental health facility; coordinator of various research projects in a research and development center.

Academic Program * Course Descriptions

Note. An official University transcript has been sent directly to the PEC. Wherever possible, course descriptions have been replicated verbatim from the Stanford University Bulletin, Courses & Degrees 1974-5. In cases where this was not possible (e.g., directed research or courses no longer offered), I have supplied my own description of course content.

AUTUMN 72-73

EDUC 230

230. Foundations of Counseling — Why counseling? Introduction to counseling theories and counselor as applied behavioral scientist. Contemporary social problems, e.g., counter culture, drugs. Personal behavior of the counselor is emphasized. Prerequisite: consent of instructor.

EDUC 233 - No longer offered. A technique-oriented course stressing competency in skills of systematic desensitization, contingency contracting, covert control, covert sensitization, modeling, role-playing etc.

EDUC 236 - a more advanced version of the course described below.

136. Behavior Modification: Introduction— (Same as Psychology 139.) Rationale, concepts and issues in application in educational settings. Implementations of behavior change program.

EDUC 238A

238A,B,C. Counseling: Supervised Applications—Supervised counseling interventions at Stanford Institute for Behavioral Counseling and in selected field settings. Sequence must begin in Autumn Quarter. For doctoral students in Counseling.

EDUC 210

210. Research Problems in Sociology of Education—

Topics include influence of social status on the social structure of schools, on classrooms and on school systems; the school as a formal organization; equality of educational opportunity; and classroom interaction.

PSYC 275 Psych Research. This project was a more in-depth version of the course described below, and included an examination of the implications of the psychology of sex roles for the field of counseling.

130. Psychology of Sex Roles—An examination of the antecedents and consequences of sex-role differentiation. Representative topics include: theories about sex differences, biological and environmental causes of sex differences, sex-role socialization, achievement motivation in women, and the effects of maternal employment. Prerequisite:

PSY 316. Family Therapy. Introduction to family systems. Theory and in vitro practice of conjoint family therapy. Weekly observation of family therapy at V.A. hospital.

WINTER 72-73

EDUC 201

201. History of Education in the United States—(Same as History 158.) Analysis of selected turning points in education in relation to such topics as religion, political socialization, race relations, immigration, and urbanization.

EDUC 231

231. Counseling in Groups—Basic skills in leading small groups in applied settings (e.g., schools) to effect specific changes in client behavior. Emphasis on group setting as learning environment, establishing individual behavioral objectives, tailoring group techniques and assessing individual client change. Participation as member of counseling group. Prerequisite: consent of instructor.

EDUC 234

234. Decision Making Competencies—Students are expected to learn and present evidence of competency in helping clients learn how to make decisions wisely and in using test information to help generate alternatives and estimate chances of success.

EDUC 238B. See above description.

ENGL 398. Research.

Examination of case studies of women in literature, including the suicide (Bell Jar) and the schizophrenic (Rose Garden).

EDUC 190

190. Directed Research in Education—For Master's degree students.

Review of the literature; Sex as a factor in the client-counselor relationship. Review of major journals in clinical and counseling psychology.

PSY 304. Child Psychiatry Clerkship. Training included diagnostic assessment, evaluation, disposition of child/family cases referred from community; play therapy; clinical intervention in school and family environments.

SPRING 72-73

EDUC 232

232. Research in Counseling: Research and Introduction to Systems—Evaluation of research studies on attempts to foster student development and to prevent problems. Supervised experience in research activity. Introduction to systems design, research, and evaluation in education. In-basket exercises in systems analysis.

EDUC 235. Continuation of EDUC 234, with consideration of prevalent assessment techniques.

EDUC 238C. See above description.

EDUC 311.

311A,B. Socialization of The Young in Contemporary Society—(Same as Psychology 245.) Students in this course will examine

the role of the family, public school, pre-school, and day care in socializing young children. Particular attention will be given to the processes through which institutions and social structures of the society affect individual behavior. Topics will include: discontinuities and continuities in socialization, diffuse socialization through mass media, variations by social class and ethnic groups in the U.S., national differences (Britain, China, Russia, Israel, Cuba, etc.) which illustrate relationships between socialization and political ideology.

PSYC 194A. Sem Sex Typing. Examination of the developmental theories of Piaget, Kohlberg, and Skinner to explain sex typing. Consideration of research evidence of biological, behavioral, cognitive, perceptual sex differences. Emphasis on birth through middle childhood.

EDUC 490. Directed Research. Small research study examining the process of sex role socialization in the therapeutic setting; Differential counselor perceptions of and attitudes toward male and female clients.

SUMMER 72-73

EDUC 490. Directed Research.
This intensive research project grew out of SOC 200, described below. Focus of the research group was on the development of support services for collaborative teacher groups. Work involved study of group processes in small task groups; development of a clinical intervention package designed to foster group skills in resolving individual and interpersonal conflicts interfering with task accomplishment.

200. Interpersonal Processes—An examination of research in such areas as power and prestige structures in small groups; status characteristics in social interaction; deviance, conformity, and social control.

EDUC 490. Directed Research.
Exhaustive review of the literature in major counseling and clinical journals examining several aspects of the counselor-client relationship.

AUTUMN 73-74

SOC 201. Equivalent of Soc 280.

280. Introduction to Sociological Research
—The aim of this course is to provide the consumer of social research with standards by which to evaluate the findings of sociological studies; to present a critical analysis of some basic notions and theories used in sociological analysis. Lectures and laboratory exercises consider problems of collecting observations, constructing theory, testing hypotheses and generalizing research results.

PSYC 277

277. Seminar on Sex Roles and the Psychology of Women—Prerequisite: consent of instructor.

Included review of lit on characteristics of mental illness in women.

EDUC 338A

338A,B,C. Internship in Counseling—Intensive supervised field experience in local schools or social agencies will be designed to provide the intern with opportunities to design individualized learning environments for the purpose of improving children's deci-

WINTER 73-74

PSYC 132 Personality Theories
An introduction to psychodynamic, humanistic, and social learning approaches to understanding the maintenance and modification of personality. The course will examine naturalistic and artificially induced changes in personality and behavior throughout the life cycle.

PSYC 136

136. Abnormal Psychology—Genetic, psychodynamic, behavioral and social psychological aspects of positive and negative abnormalities. Approaches to behavior change, including drugs, institutionalization, psychotherapy and behavior modification. Pre-

PSYC 172

172. Psychology of Perceptual Experience
—An examination of phenomena of normal perception, illusions, imagery, dreaming, electrically and hypnotically induced hallucinations, and dissociation (including that demonstrated in "split-brain" patients) for what these phenomena can tell us about the mechanisms underlying our conscious experience of the external world. (The title has been changed from the previously listed "Psychology of Mental Phenomena" to reflect the course's relative emphasis on primarily perceptual phenomena.) Prerequisite:

EDUC 338B. See above description.

EDUC 490. Directed Research.
Analysis of professional problems. Review of research methodology and design.

SPRING 73-74

EDUC 338C. See above description.

EDUC 490. Directed Research.
Pilot study, entitled "Differential reactions of male counselors to two female clients."

PSYC 106

106. Human Memory—A survey and analysis of the major topics in human memory, with an emphasis on contemporary research and theory. Related topics in perception and thought will also be presented. Prerequisites: 1 and 60.

SUMMER 73-74

EDUC 453. Dissertation.

FALL 74-75

Not registered, but continued work on dissertation.

WINTER 74-75

Not registered, but continued work on dissertation.

SPRING 74-75

Terminal graduate student; continued work on dissertation.

SUMMER 74-75

Terminal graduate student; completed work on dissertation;
Analysis of counselor verbal and nonverbal responses to typical and atypical sex roles portrayed by two female clients.

BIOGRAPHY

Johanna Shapiro received her Ph.D. from Stanford University, where her area of expertise was psychology of women and women in therapy. Subsequently, she spent one year in the Family Focus program at Stanford University Medical Center, training physical therapists to deal with psychological aspects of patient and family care. During this experience Dr. Shapiro developed an interest in the integration of behavioral sciences into the current health care system. Dr. Shapiro is currently assistant professor, Department of Family Medicine, UC Irvine Medical Center, where she trains residents in principles of communication, interviewing, and family therapy and does research on the interface of psychology and health. Her current interests focus on the psychological problems and stresses confronting contemporary women; and the development of self-help and self-care strategies for professional women.

VITA

Johanna Shapiro

Birthdate: May 26, 1949
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Citizenship: U.S.

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Winter, 1978

EDUCATION

- Ph.D. School of Education, Stanford University; minor field, psychology emphasis in Counseling Psychology and the psychology of women; 10/75.
 - M.A. Counseling Psychology, School of Education, Stanford University; 6/74.
 - B.A. American Studies, Stanford University; 4/71.
- Honors: Phi Beta Kappa; Magna Cum Laude; Dean's List Scholar

CURRENT:

Asst. Clinical Professor, Dept. of Family Medicine, UC Irvine.
Duties: Development and implementation of a Behavioral Science curriculum within the residency training program; supervision and training of residents and medical students; direct patient contact for purposes of individual and family therapy; clinical research; grant-writing and evaluation.

ADDITIONAL PROFESSIONAL EXPERIENCE:

Social scientist, Family Focus, Department of Physical Therapy, Stanford Medical School. Duties: Train M.A. level students in psychological principles of family interaction and group dynamics; student supervision, program evaluation, and direct patient contact. 11/76 - 12/77

Consultant, Center for Research on Women, Stanford University. Duties: Advise on women-related research projects and grants. 6/76 - 12/77

Staff psychologist, Emergency Treatment Center, Mental Research Institute, Palo Alto. Duties: Crisis intervention and brief therapy with adolescent and family cases; consultation with police and school agencies. 7/75 - 7/76.

Postdoctoral Psychology Internship, Palo Alto Veterans Hospital. Duties: Training in psychological diagnosis, assessment and testing. 7/75 - 12/75.

Consultant, Peninsula Children's Center, Palo Alto. Duties: Consult to ongoing therapy group with emotionally disturbed children; observe and participate in milieu therapy. 4/76 - 11/76.

Consultant, Los Altos Hospital, a locked facility with an in-patient chronic schizophrenic and geriatric population. Duties: Design and implementation of a psychological rehabilitation program; staff consultation; individual and group therapy. 12/74 - 4/75.

Counseling Psychology Internship, Webster Center, Santa Clara, CA. Duties: Individual and family counseling; consultation with school counselors, psychologists; co-leading women's group for single mothers. 10/73-6/74

Counseling Psychology Internship, North County Mental Health Center, Palo Alto. Duties: Individual clients, behaviorally-oriented communication skills group, school consulting; 3 months on day-treatment unit, training in occupational therapy and Gestalt group work. 11/72-6/73.

Counselor, Stanford Institute for Behavioral Counseling, Stanford University. Duties: Vocational, sex-role, personal identity counseling; assertiveness training; classroom management. 10/72-6/73.

Child Psychiatry Clerkship, Stanford School of Medicine, Stanford. Training included diagnostic assessment, evaluation, and disposition of family/child cases referred from community and school settings; play therapy. 3/73-6/73.

RESEARCH:

Dissertation, 6/73 - 6/75. Analysis of counselor verbal and nonverbal responses to typical and atypical sex roles portrayed by two female clients.

Pilot Study, 6/74 - 3/74. Differential reactions of male counselors to two female clients.

Research Project, 3/73 - 6/73. Examination of the process of sex-role socialization in the therapeutic setting: differential counselor perceptions of and attitudes toward male and female clients.

Research Assistant, 9/71 - 8/72 Stanford Center for Research and Development in Teaching. Work involved development of clinical intervention package designed to foster group skills in resolving interpersonal conflicts interfering with task accomplishment.

TEACHING:

Core faculty, Pacific Graduate School of Psychology, Palo Alto. Duties: Instructor, seminar on professional development; course on psychology of women; dissertation seminar on issues in the area of counseling women.

Instructor, Stanford University, 4/75 - 6/75. Co-taught class for graduate students entitled "Women in Education."

ARTICLES, PAPERS:

Shapiro, D. and Shapiro, J. Implications of Zen values and techniques for counseling: Intervention strategies and preventive therapy, Research in Education, Educational Resource Information Center, Document No. ED-086922, Ann Arbor, Michigan, June, 1974.

Shapiro, J. Differential counselor behavioral and attitudinal responses to typical and atypical female sex roles. Sex Roles, 3(2), 1977.

Papers presented at national conventions:

Shapiro, J. The psychology of women: a clinical overview. University of Santa Clara Conference on the Psychology of Women, Santa Clara, November, 1977

Shapiro, J. Socialization of sex roles in the counseling setting.
American Educational Research Association, Washington, D.C., March, 1975

Shapiro, D. and Shapiro, J. The psychology of Zen, American Personnel
and Guidance Association, San Diego, February, 1973.

IN PREPARATION:

Shapiro, J. and Green, J. The Clinical Simulation:
A multidisciplinary training tool.

Shapiro, J. and Green, J. Family Focus: an experiment in transitional
health care.

Shapiro, J and Shapiro, D. Beyond sex roles:
Emerging roles for men & women.

Shapiro, J. A reconsideration of research in the area of counseling women.

Shapiro, J. The effect of an educational conference/intervention on the
personal/professional attitudes of women in science and engineering.

Shapiro, J. and Krumboltz, H. Self-management strategies for women,

CREDENTIALS AND PROFESSIONAL MEMBERSHIP:

Licensed Marriage, Family, Child Counselor (California State)
Community College Credential (California State - Psychology)
Member: American Psychological Association, Association for the Advancement
of Behavior Therapy, American Educational Research Association, American
Association of Marriage, Family, Child Counselors

REFERENCES:

Arthur Bodin, clinical psychologist, research associate, Mental Research
Institute, Palo Alto, CA.

John Bell, clinical psychologist, Palo Alto Veterans Hospital, Palo Alto, CA.

Steve Zifferblatt, visiting scholar, National Institute of Health,

Elizabeth Cohen, Professor, School of Education, Stanford University.

Carl Thoresen, Professor, School of Education and Department of Psychology,
Stanford University.

Beatrice Hamburg, Assistant Professor of Psychiatry, Stanford School
of Medicine.

Helen Blood, Chairperson, Dept. of Physical Therapy, Stanford School
of Medicine.