Child Psychology (Psyc 201-D01)

Professor: Stephen Hupp
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Semester/Format: Asynchronous online / **Fall 2026**
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Reading: *Child Development: From Infancy to Adolescence* (3rd Edition; Levine, 2024)
Get this textbook from textbook rental ASAP!

Table 1: Schedule

Date	Reading/Video	Due
Oct 19	Read the syllabus	
Oct 20	*flex day*	
Oct 21	Themes – Chapter 1	
Oct 22	*flex day*	
Oct 23	Theories/Research – Chapter 2	
Oct 26	Nature – Chapter 3	
Oct 27	*flex day*	
Oct 28	Prenatal/Newborn – Chapter 4	
Oct 29	*flex day*	
Oct 30	Investigating Pop Psychology (video only)	
Nov 2	TEST DAY	TEST DAY
Nov 3	*flex day*	
Nov 4	Infants/Toddlers: Physical – Chapter 5	
Nov 5	*flex day*	
Nov 6	Infants/Toddlers: Cognitive – Chapter 6	
Nov 9	Infants/Toddlers: Social – Chapter 7	PAPER DUE
Nov 10	*flex day*	
Nov 11	Early Child: Physical – Chapter 8	
Nov 12	*flex day*	
Nov 13	Early Child: Cognitive – Chapter 9	
Nov 16	Early Child: Social – Chapter 10	(Grace period ends for paper)
Nov 17	*flex day*	
Nov 18	Science Moms (video only)	
Nov 19	*flex day*	
Nov 20	TEST DAY	TEST DAY
	THANKSGIVING WEEK	
Nov 30	Middle Child: Physical – Chapter 11	
Dec 1	*flex day*	
Dec 2	Middle Child: Cognitive – Chapter 12	
Dec 3	*flex day*	
Dec 4	Middle Child: Social – Chapter 13	
Dec 7	Adolescence: Physical – Chapter 14	
Dec 8	*flex day*	
Dec 9	Adolescence: Cognitive – Chapter 15	
Dec 10	*flex day*	
Dec 11	Adolescence: Social – Chapter 16	
Dec 14	Teens These Days (video only)	
Dec 15	*flex day*	
Dec 16	*flex day*	
Dec 17	*flex day*	
Dec 18	TEST DAY	TEST DAY

Professor Bio. Stephen Hupp, PhD, has been a Professor of Psychology for 24 years. He is the Editor of *Skeptical Inquirer: The Magazine for Science and Reason*, and he has published several books including *Investigating Clinical Psychology* (2023) and *Great Myths of Child Development* (2015).

Course Overview. This course is designed to cover psychological and biological development of children from conception to adolescence. Topics covered in the course focus on the following types of development: physical, motor, sensory, perceptual, cognitive, communication, emotional, behavioral, social, moral, gender, family, and the community. Student participation and jokes are welcome and strongly encouraged.

Learning Objectives. Students will: 1) understand theories of child development, 2) understand genetics, prenatal development, birth, and newborns, 3) understand physical, sensory, and cognitive development in children, 4) understand communication, emotional development, and important relationships in children, 5) understand of the effect of gender on development, 6) understand of disorders common in childhood and evidence-based treatment, 7) enhance critical thinking skills and skepticism regarding the media and research, 8) enhance skills in using PsycINFO, 9) enhance professional writing skills.

Grading System. This course will have 3 tests and 1 paper, worth 100 points each. Thus, there are a total of 400 points available. Here's the breakdown of letter grades:

- **360-400 points (90-100%) = A**
- **320-359 points (80-89%) = B**
- **280-319 points (70-79%) = C**
- **240-279 points (60-69%) = D**
- **below 240 pts (below 60%) = F**

Tests. ***All tests will be conducted via a phone interview*** (each worth 100 points). Questions will be in true/false format, and they will be based on the videos and readings. We will **schedule the times for the test on an individual basis via BlackBoard** to work around individual schedule. On the test day, someone will call you at your scheduled time and ask you **true/false questions.** This will be an open book and open notes test; however, ***you will only be given 20 seconds to answer each question*** (so there will be very little time to thumb through your materials during the test). Students may NOT: a) audio record the test, b) have anyone else in the room during the test, c) use speaker phone during the test, or d) use artificial intelligence during the test. Most students will be done within about 20 minutes.

General Study Guide for Dr. Hupp's Tests.

1. **Watch every video.** Tests are designed to reward good course engagement.
2. ***Read and study the corresponding chapter before each video.***
3. **Take good notes.** The PowerPoint may have a Key Term on it, and then I'll say the meaning of the term. Thus, you should write down what I say in addition to what is on the slide. On the other hand, do not feel obligated to write down every example, clinical experience, or personal story I say…mostly, those are meant to give you a break from writing and to paint a more complete picture of the material.
4. **Study the notes very closely.** Break the notes into little chunks of information and ***make flash cards*** (or choose some other strategy that works best for you). You may want to try an app that makes flashcards.
5. **Compare the notes to the book chapter.** If it was in both, it'll probably be on the test.

6. **Learn the answers to the "Test Your Knowledge" prompts.**
7. **Do the "Check Your Understanding"** Exercises at the end of each chapter.
8. **Learn all of the key terms** in bold in each chapter.
9. ***Be prepared for questions in a true-or-false format.***
10. If you do the above and are still unhappy with your grade then **please contact me**.

Note-Taking Hint.

There are a few types of PowerPoint slides that will NOT be on the tests:

- slides about the Guinness Book of World Records,
- slides that say "Fun Fact" and/or slides that are exclusively about animals,
- slides that say "NOT ON TEST,"
- Also, citations at the bottom of slides will not be on the tests.

Movie Research Paper. Important Note: ***I have failed several students within recent years for plagiarism.*** **Let me tell you what they did. They took a quote from a source and put it word-for-word in their paper, but they did not use quotation marks for the quote. They cited the source, so they thought they were okay, but they were not okay.** ***When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source).*** **Also, for this paper I do not allow quotes from articles, so you really just need to put everything in your own words.**

I have also started failing students for using artificial intelligence to write their papers. Artificial intelligence cannot be used for this paper for any reason. The ***software that I use tells me which parts of the paper are plagiarized and how much was written using artificial intelligence.*** **It's really not worth the gamble! See Course Policies for more about plagiarism and artificial intelligence.**

For this paper you will watch an ANIMATED MOVIE (i.e., cartoon, digitally animated, claymation) which is clearly marketed to children. ***You must choose a movie that starts with the first letter in your first or last name*** (also, if this is your second time taking this class, then you must choose a NEW movie and new research studies**)**. To assist you in choosing a movie, here is an updated resource that you can click on: **www.wikipedia.org/wiki/List_of_animated_feature_films**

Turning in the Paper:

Use Turnitin on Blackboard to submit your paper. The Word file you turn in should ***use this format for the file's name:*** "Jane Doe 201 Movie Paper" (replace the "Jane Doe" with your name). The first page of the syllabus has a due date. Students will have a one-week "grace period" in which they may turn their paper in late without any point loss.

Goals of Paper:

- Develop library skills involving **PsycINFO and/or Google Scholar**
- Learn how to ***summarize research in your own words*** (write ***without plagiarism*** and write ***without quoting*** the research studies)
- Develop **skills in applying research** to the media
- Become **critical of messages** in the media and research
- Follow **professional writing** guidelines and **instructions for this paper**
- **Use either** APA style, MLA style, or CHICAGO style (aka "deep dish").

Format of Paper:

* **SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE**
* On the **FIRST PAGE**, include your name, the movie's name, & the date

*** ABOUT THREE OR MORE TYPED PAGES**
*** 12-POINT, TIMES NEW ROMAN FONT** with **1-INCH MARGINS**
* Use several **SUBHEADINGS**, so it is easy to differentiate each section
*** NEVER USE QUOTES** from the research studies for this paper (always put it in your own words)
*** NEVER USE PERSONAL** descriptions of yourself for this paper (e.g., "I", "I think…", "I believe…", "me", "we", "our", etc.)

Sections of the Paper. *Do not include a separate title page.* You should include your name, the turn-in date, and movie title on the same page as the first section of the paper. Clearly label and use the following section subheadings so they are easy to differentiate:

- "Messages in the Movie Section"
- "Brief Synopsis & Message Discussion Section"
- "First Research Study Section"
- "Second Research Study Section"
- "Conclusion Section"

1. Messages in the Movie Section (½ to 1 page). While watching the movie, look for messages the movie sends to children. I am defining "messages" as phrases or short sentences (not single words or paragraphs). Some messages may be a major part of the plot (e.g., "You can always count on your family") whereas some messages may be minor or even subliminal (e.g., "Pepsi tastes good"). On the first sheet of paper make a numbered LIST of at least 12 (or more) messages you found during the movie. You will be able to explain the messages in more detail later (i.e., see the next section). Here is what I mean by "a numbered LIST" with *each message on a different line* (using positive messages in "Finding Nemo" as an example):

1. The first day of school is something to be excited about.
2. A disability can be a strength.
3. Family members should look out for each other

Do NOT write the list in a paragraph; make a LIST. Divide the list of messages into at least 4 categories including:

a) "**Positive Messages** for Children" *(e.g., Reading is valuable),*
b) "**Informative Messages** for Children" *(e.g., Clown fish have stripes),*
c) "**Misinformative Messages** for Children" *(e.g., Fish can talk),*
d) "**Negative Messages** for Children" *(e.g., Kids with braces are mean).*

Include at least 3 messages in each of these categories. If you like, you may include additional categories (with any label you devise). Thus, the first page is simply a list, broken down into a few categories, of the messages you found.

2. Brief Synopsis & Message Discussion Section (½ to 1 page). Write a brief summary of the movie. ***Make sure this summary is in your own words***, and do not "ruin the ending" for the reader. Then, choose just a few major messages in the movie. Explain them in more detail. Include in your discussion where in the movie you found those messages and why you included them in a certain category of your list.

3. First Research Study Section (about 1 page). Using PsycINFO or Google Scholar, find a **research STUDY** which somehow relates to one of the messages you found. That is, if you listed something as a negative message (e.g., "hitting others helps you get what you want"), find a study which somehow relates (e.g., any research on childhood aggression will do). Alternatively, you could also find research related to a positive message. Make sure you use a **research article in which they conducted their**

own experiment and collected their own data. Do <u>not</u> use review papers or opinion papers to support your points. Research articles always include a method/procedures section and a results section. Sometimes one article has more than one study in it, but that still only counts as one article. **Use ONLY articles that can be found from the PsycINFO database, and use articles from "Peer Reviewed Journals."**

Make sure you write about the study in your own words. **When you write this paper, *YOU SHOULD NOT EVER COPY THE AUTHOR'S WORDING.*** You should spend **EXACTLY four** good paragraphs describing the study (**each paragraph needs at least three sentences**). In the *<u>1st paragraph</u>* describe the methods of this study (e.g., Who were participants? Where was the setting? What were the independent & dependent variables? What was the research design? What were the procedures? What was one of the hypotheses?). In the *<u>2nd paragraph</u>* describe the results of this study (e.g., What were the primary results? Were there other interesting findings?). In the *<u>3rd paragraph</u>* summarize (in your own words) what the authors considered to be strengths and weaknesses of the study (if this is not clear, then use the article's introduction to describe why the authors argue this study needed to be conducted). In the *<u>4th paragraph</u>* include your own critique of this study (e.g., How does it relate to a movie message? Was the study worthwhile? What should they have done differently? What should they do next time? How could your profession benefit from knowledge of the study?).

<u>4. Second Research Study Section (about 1 page).</u> Find a **SECOND RESEARCH STUDY** that also relates to one of the messages you found (it can be the same message or a new message). This article should also be a study in which they collected their own data. ***Make sure you write about this study in your own words.*** **Additionally, USE THE SAME 4-PARAGRAGH STRUCTURE** as described above for the other study. *Note: if one article has two or more "studies" within it, you still need to get two separate research articles; however, you only need to write about one of the studies within each article.*

<u>5. Conclusion Section (1 paragraph and make sure you label it as the Conclusion).</u> **Add a final full paragraph (at least 4 sentences) in which you add a conclusion to your paper. You can decide what to include in this section. You may want to try to relate something about the movie to something you learned in this course (or even in other courses). In previous semesters, *this is the section that the most people forgot to add*.**

<u>6. References.</u> Add a reference list in APA style, MLA style, or Chicago style. You do not have to cite the movie. Here is an example of APA style for a reference section (look at it closely):

> Hupp, S., & Santa Maria, C. (2019). Scientific skepticism and critical thinking about therapy. *the Behavior Therapist, 42*(5), 158-162.

<u>*In-Text Citations*</u>. You can choose to use APA style, MLA style, or Chicago style for in-text citations. This paragraph will provide an example of APA style (if you would rather use MLA style, you can get handouts from the SIUE Writing Center). In APA style, there are basically two ways to cite your study within the text. First, you can put the citation at the end of the sentence in parentheses, as in the next sentence: A study examined the effects of behavioral treatments for ADHD (Gulley et al., 2003). Second, you can also

start the sentence off with the study, as in the next sentence: Gulley et al. (2003) examined the effects of behavioral treatments for ADHD.

How to Get Research Study Abstracts: You will need to use PsycINFO or Google Scholar to search for articles. Here's how to find PsycINFO (as of the time I wrote this syllabus):

1. go the SIUE Library webpage (www.siue.edu/lovejoylibrary/)
2. under the "Search, Find & Renew" section, click "Databases (A-Z)"
3. under "A-Z Databases," click on "Search List of Online Databases"
4. scroll way down so you can **click on "PsycINFO"** (or click on 'P' to get there faster)
5. type in a word (e.g., "aggression") and for the "Select a Field" option, select "TI Title" (this makes for a more precise search, in my opinion), then click "Search"
6. to view the Abstract, click on any study titles that interest you
7. read several abstracts and decide which studies you want to get (choose more than two studies so you can choose the best two after you have read them)
8. go get the actual research studies (see next section)

Note: if those steps do not work, ask a librarian (or me) for help. Also, here is a good video for using PsycINFO efficiently: video for using PsycINFO efficiently

How to Get Actual Research Studies (Do This Long Before the Paper is Due!!!):
After you use PsycINFO to read the abstracts and choose which studies you would like to get…**you need to get the actual studies.** The abstract was just a brief, paragraph-long summary of the study, but it does not have enough information for you to write about the study in the paper. There are many ways to get your hands on the study:

1. On PsycINFO…after you read the abstract, you can click on *"Find Full Text"* to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click *"PDF Full Text."* Then you can directly view the article from the internet.
3. Also, on the SIUE Library homepage, you can go to the "Find" section, click on "Articles, Journals, & More" and then click on *"*Find a Specific Journal or Magazine*"* for some journals. Type in the journal name and go from there.
4. You can find some of the studies by using Google Scholar.
5. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

Technical Support, Requirements, and Capabilities

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free): • Adobe Reader or alternative PDF reader (free):
- Java plugin (free): http://java.com/en/download/index.jsp
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: http://office365.siue.edu

Students in an online course should be able to: 1) use a word processor, such as Word, to compose assignments & communicate, 2) attach files to emails or course areas, 3)

navigate websites and course materials, and 4) reach out to tech support when issues arise and troubleshoot to resolve problems.

COURSE POLICIES

Instructions for Course Evaluation. Please complete the online course evaluation at the end of the semester when you receive an e-mail requesting you to do so. I often make changes to this course based on student feedback. I also frequently keep elements in the course (that I might have otherwise dropped) due to students saying they liked something.

Additional Course Policies.

Department of Psychology Policy on Incomplete Grades and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

The Psychology Department's Policy on Plagiarism: ***"Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation.*** Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that ***"Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."*** (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml."

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure

for an assignment and/or for a course is disciplinary probation."

Department Writing Policy. "As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Artificial Intelligence (AI). ***AI may not be used during tests or for papers. It is possible that AI detection software will identify human-authored papers as being written by AI, so students should work to write their papers in a way that does not create false positive like this. Students should write in their own voice as much as possible. I suggest running your paper through www.originality.ai to get a sense of what your score will be.*** If this detection software is between 100% confident that the paper was written by AI, the grade for the paper will be 0%. If the detection software is between 95-99% that the paper was authored by AI the best possible grade for the paper will be 65%. If the detection software is between 90-94% that the paper was authored by AI the best possible grade for the paper will be 70% (and so on from there).

Policies Suggested by the University

Recordings of Class Content. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Diversity and Inclusion. SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at online form for reporting bias incidents.

Pregnancy and Newly Parenting Policy. This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy

or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information. We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

Services for Students Needing Accommodations. Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Cougar Care. Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches. Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support. Since this is an online course, you are expected to have reliable Internet access. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Academic and Other Student Services

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services