

COUN 8400
Professional Seminar in
Counseling Psychology

Fall 2014

**Department of Special Education,
Rehabilitation, and Counseling**

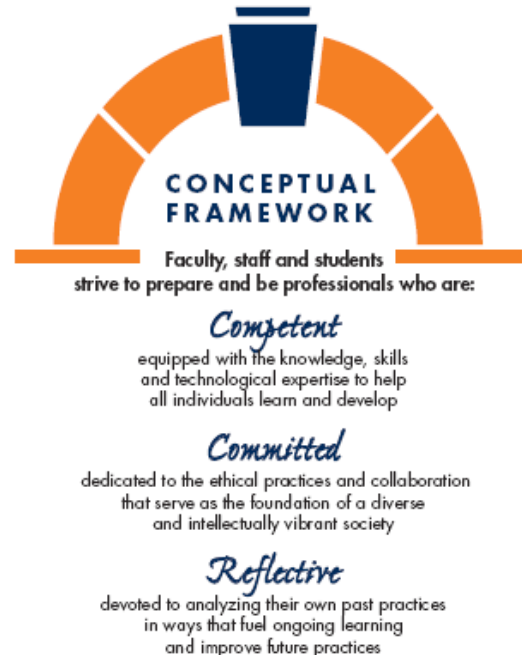
College of Education

INSTRUCTOR INFORMATION:
Marilyn A. Cornish, Ph.D.
Assistant Professor
2052 Haley Center
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OFFICE HOURS:

by appointment

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



SYLLABUS

- 1. Course Number:** COUN 8400
Course Title: Professional Seminar in Counseling Psychology—Auburn University
Credits: 3 semester hours
Prerequisites: enrollment in counseling psychology doctoral program
Instructor: Marilyn A. Cornish, PhD
Contact Info: 2052 Haley (mail: 2084); mac0084@auburn.edu
Class Meeting: Thursdays 4:00-6:50pm in 2438 Haley Center

- 2. Date Syllabus Prepared:** 8/2014

3. Text or Major Resources (Required):

Brown, S. D., & Lent, R. W. (Eds.). (2008). *Handbook of counseling psychology* (4th ed.). Hoboken, NJ: John Wiley & Sons.

Other book chapters and journal articles as outlined in the course schedule (e-copies will be provided to students)

4. Course Description:

Scientific foundations of the counseling psychology profession and application of that foundational knowledge in counseling interventions.

5. Course Objectives:

This course builds upon knowledge learned in other counseling psychology graduate courses and is designed to further students' understanding of and commitment to the scientific-practitioner approach to counseling psychology. Upon successful completion of this course, students will be able to:

1. Describe the foundations and unique contributions of the field of counseling psychology
2. Assess the strengths and weaknesses of research studies relevant to the field
3. Articulate how new developments in the field may affect practice and training
4. Identify the importance of multicultural awareness and a social justice orientation
5. Translate counseling psychology research into meaningful implications for practitioners
6. Apply the research on counseling process and outcome (individual, group, and career) in the pursuit of becoming better therapists
7. Connect various processes of counseling to particular client outcomes
8. Appreciate the roles of supervision and training in enhancing professional development and improving client outcomes
9. Describe the role of psychologist-as-consultant and understand how consultation work provides an opportunity for broad impacts
10. Articulate the ways in which preventative efforts can positively influence targeted populations

6. Course Content and Schedule:

As a graduate seminar course, the bulk of class periods will be spent discussing and analyzing the assigned readings. Many days will start with a presentation by a student or students, which will serve to start the discussion for the week. Other weeks I will provide a short lecture/presentation or include an activity. Overall, the course will be driven by the discussion you as students create around the topics. Below is a schedule of course topics with assigned readings for each week. In addition to the readings I have assigned (which are largely overview or conceptual chapters and articles), there will be an additional reading most weeks as selected by the student presenter(s) for that topic (see Course Requirements for more information) or as selected by me during the weeks I lead. Aside from the chapters from *Handbook of Counseling Psychology* (the required textbook), I will provide you with an electronic copy of all chapters or articles listed below. The vast majority of articles and chapters are also available in hard or electronic copy from the university library.

Week 1 (8/21): Overview and Introduction to the class; discuss roots of counseling psychology

Altmaier, E. M., & Ali, S. R. (2012). A view across the life span of counseling psychology. In E. M. Altmaier, & J.-I. C. Hansen (Eds.), *The Oxford handbook of counseling psychology* (pp. 3-7). New York, NY: Oxford University Press. (will read in class)

Week 2 (8/28): Foundations and Future of Counseling Psychology

Friedlander, M. L., Pieterse, A. L., & Lambert, J. E. (2012). The evolution of theory in counseling psychology. In Fouad, N. A. (Ed.), *APA handbook of counseling psychology: Vol 1. Theories, Research, and Methods* (pp. 31-57). Washington, DC: American Psychological Association.

Lopez, S. J., & Edwards, L. M. (2008). The interface of counseling psychology and positive psychology: Assessing and promoting strengths. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 86-99). Hoboken, NJ: John Wiley & Sons.

Lichtenberg, J.W., Goodyear, R.K., & Genter, D.Y. (2008). The changing landscape of professional practice in counseling psychology. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 21-37). Hoboken, NJ: John Wiley & Sons.

Gore, P. A., Jr. & Leuwerke, W. C. (2008). Technological advances: Implications for counseling psychology research, training, and practice. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 38-53). Hoboken, NJ: John Wiley & Sons.

Week 3 (9/4): Research Considerations in Counseling Psychology

Hoyt, W. T., & Mallinckrodt, B. (2012). Improving the quality of research in counseling psychology: Conceptual and methodological issues. In Fouad, N. A. (Ed.), *APA handbook of counseling psychology: Vol 1. Theories, Research, and Methods* (pp. 59-91). Washington, DC: American Psychological Association.

Miller, M. J., & Sheu, H.-B. (2008). Conceptual and measurement issues in multicultural psychology research. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 103-120). Hoboken, NJ: John Wiley & Sons.

Carter, J. A., & Goodheart, C. D. (2012). Interventions and evidence in counseling psychology: A view on evidence-based practice. In Fouad, N. A. (Ed.), *APA handbook of counseling psychology: Vol 1. Theories, Research, and Methods* (pp. 155-166). Washington, DC: American Psychological Association.

Elliott, R. (2002). Hermeneutic single-case efficacy design. *Psychotherapy Research*, 12, 1-21. doi: 10.1080/713869614

Week 4 (9/11): Counseling Process

- Scheel, M. J., & Conoley, C. W. (2012). Psychotherapy process and outcome research in counseling psychology. In Fouad, N. A. (Ed.), *APA handbook of counseling psychology: Vol 1. Theories, Research, and Methods* (pp. 208-236). Washington, DC: American Psychological Association.
- Hill, C. E., & Knox, S. (2008). Facilitating insight in counseling and psychotherapy. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 284-302). Hoboken, NJ: John Wiley & Sons.
- Gassman, D., & Grawe, K. (2006). General change mechanisms: The relation between problem activation and resource activation in successful and unsuccessful therapeutic interactions. *Clinical Psychology and Psychotherapy*, 13, 1-11. doi: 10.1002/cpp.442

Week 5 (9/18): Counseling Process, continued

- Gelso, C. J., & Samstag, L. W. (2008). A tripartite model of the therapeutic relationship. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 267-283). Hoboken, NJ: John Wiley & Sons.
- Nutt Williams, E., Hayes, J. A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 303-319). Hoboken, NJ: John Wiley & Sons.
- Marmarosh, C. L., & Van Horn, S. M. (2010). Cohesion in counseling and psychotherapy groups. In Conyne, R. K. (Ed.), *The Oxford handbook of group counseling*. New York, NY: Oxford University Press.

Week 6 (9/25): Counseling Outcome

- Imel, Z. E., & Wampold, B. E. (2008). The importance of treatment and the science of common factors in psychotherapy. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 249-265). Hoboken, NJ: John Wiley & Sons.
- Baskin, T. W., Tierney, S. C., Minami, T., & Wampold, B. E. (2003). Establishing specificity in psychotherapy: A meta-analysis of structural equivalence of placebo controls. *Journal of Consulting and Clinical Psychology*, 71, 973-979. doi: 10.1037/0022-006X.71.6.973
- Hill, C. E., Chui, H., & Baumann, E. (2013). Revisiting and reenvisioning the outcome problem in psychotherapy: An argument to include individualized and qualitative measurement. *Psychotherapy*, 50, 68-76. doi: 10.1037/a0030571

Week 7 (10/2): No formal class meeting. Work on final papers

Week 8 (10/9): Counseling Outcome, continued

- Lambert, M. J., & Vermeersch, D. A. (2008). Measuring and improving psychotherapy outcome in routine practice. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 233-248). Hoboken, NJ: John Wiley & Sons.
- Whiston, S. C., & Rahardja, D. (2008). Vocational counseling process and outcome. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 444-461). Hoboken, NJ: John Wiley & Sons.
- Barlow, D. H. (2010). Negative effects from psychological treatments: A perspective. *American Psychologist*, 65, 13-20. doi: 10.1037/a0015643

Week 9 (10/16): No class (Fall Break)

Week 10 (10/23): Group Counseling

- McRoberts, C., Burlingame, G. M., & Hoag, M. J. (1998). Comparative efficacy of individual and group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 2, 101-117.
- Burlingame, G. M., Fuhrman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7, 3-12. doi: 10.1037/1089-2699.7.1.3
- Cornish, M. A., Wade, N. G., Tucker, J. R., & Post, B. C. (2014). When religion enters the counseling group: Multiculturalism, group processes, and social justice. *The Counseling Psychologist*, 42, 578-600. doi: 10.1177/0011000014527001

Week 11 (10/30): Diversity and Multiculturalism

- Ponterotto, J. G. (2008). Theoretical and empirical advances in multicultural counseling and psychology. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 121-140). Hoboken, NJ: John Wiley & Sons.
- Liu, W. M., & Ali, S. R. (2008). Social class and classism: Understanding the psychological impact of poverty and inequality. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 159-175). Hoboken, NJ: John Wiley & Sons.
- Croteau, J. M., Bieschke, K. J., Fassinger, R. E., & Manning, J. L. (2008). Counseling psychology and sexual orientation: History, selective trends, and future directions. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 176-193). Hoboken, NJ: John Wiley & Sons.

Week 12 (11/6): Social Justice

- Speight, S. L., & Vera, E. M. (2008). Social justice and counseling psychology: A challenge to the profession. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 54-67). Hoboken, NJ: John Wiley & Sons.
- Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, 32, 793-837. doi: 10.1177/0011000004268802
- Helms, J. E. (2003). A pragmatic view of social justice. *The Counseling Psychologist*, 31, 305-313. doi: 10.1177/0011000003253159

Week 13 (11/13): Supervision and Training

- Ladany, N., & Inman, A. G. (2008). Developments in counseling skills training and supervision. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 338-354). Hoboken, NJ: John Wiley & Sons.
- Falender, C. A., Burnes, T. R., & Ellis, M. V. (2013). Multicultural clinical supervision and benchmarks: Empirical support informing practice and supervisor training. *The Counseling Psychologist*, 41, 8-27. doi: 10.1177/0011000012438417
- Reiser, R. P., & Milne, D. L. (2014). A systematic review and reformulation of outcome evaluation in clinical supervision: Applying the fidelity framework. *Training and Education in Professional Psychology*, 8, 149-157. doi: 10.1037/tep0000031

Week 14 (11/20): Consultation

- Cooper, S. E., Newman, J. L., & Fuqua, D. R. (2012). Counseling psychologists as consultants. In Fouad, N. A. (Ed.), *APA handbook of counseling psychology: Vol 2. Practice, interventions, and applications* (pp. 515-539). Washington, DC: American Psychological Association.
- Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). Consultation stages and processes. In *Psychological consultation and collaboration: Introduction to theory and practice* (7th ed.). Boston, MA: Pearson.
- Robinson, J. D., & Baker, J. (2006). Psychological consultation and services in a general medical hospital. *Professional Psychology: Research and Practice*, 37, 264-267. doi: 10.1037/0735-7028.37.3.264

Week 15 (11/27): No class (Thanksgiving Break)

Week 16 (12/4): Consultation & Collaboration: Prevention & Community Intervention

- Danish, S. J., & Forneris, T. (2008). Promoting positive development and competency across the life span. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 500-516). Hoboken, NJ: John Wiley & Sons.
- Chwalisz, K., & Obasi, E. (2008). Promoting health and preventing and reducing disease. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 517-534). Hoboken, NJ: John Wiley & Sons.
- Conners-Burrow, N. A., Whiteside-Mansell, L., McKelvey, L., Virmani, E. A., & Sockwell, L. (2012). Improved classroom quality and child behavior in an Arkansas early childhood mental health consultation project. *Infant Mental Health Journal*, 33, 256-264. doi: 10.1002/imhj.21335

Week 17 (finals week): No class meeting. Papers due Monday, December 8th at 5:00pm

7. Course Requirements and Evaluation:

Course Requirements:

A. Participation (30% of final grade). Doctoral students in their second and third years of study have much to offer to any serious dialogue about issues in counseling psychology, and also much to learn. Therefore, much is expected of students in this seminar. It is assumed that the quality and quantity of contributions to seminar discussions reflect preparation and serious reflection. This, of course, includes reading the assigned materials. True preparation, however, also requires a consideration of the implications of the material (for clinical practice, for future research, for the profession as a whole, etc) and an attempt to integrate the given readings with previous course content and experiences. Active participation is not assessed simply by amount of talking, but rather by students' ability to listen to others' perspectives, thoughtfully respond to and challenge others, provide insights into and critiques of the material, and consider the implications of the material being discussed. Participation will be assessed on the following scale:

Excellent (A quality): Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (B quality): Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (C quality): Passive participation -- present, awake, alert, attentive, but not actively involved.

Unsatisfactory (D/F quality): Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion

B. Presentation/Article critique (35% of final grade): The ability to synthesize information and speak coherently about it are critical professional skills. In addition, the ability to critique research and articulate the implications of said research are foundational components of being a scientist-practitioner. In the spirit of developing these skills, students will complete the following assignment. Individually or in pairs, students will select a class date to present and lead a discussion (note: these will start the fourth week of class, with one individual or pair presenting per week. I will facilitate any weeks that students do not select). One week prior to their presentation date, students will provide an electronic copy to all students and the instructor of a recent (published no earlier than 2010) empirical article (i.e., an article that reports a research study in which data was collected and analyzed) on the topic to be discussed that day. All students in the class are then expected to read that article (in addition to the other 3 assigned articles and chapters for that week) prior to the class period in which it is to be discussed. On their presentation day, students will give an oral presentation (handouts may also be provided) that a) provides an overview of the main points/arguments in the readings for that week, b) addresses the implications for practice and training as interpreted by the presenter(s), and c) argues for future research in the area. This presentation will serve as a starting place for the class discussion. The student presenter(s) will then help facilitate the discussion with additional leadership/contributions from me as needed. Part of the class discussion (at a point determined by the presenter or presenters) will include a critique of the research methods and conclusions of the empirical article. Thus, all students are asked to read the selected empirical article with an eye for limitations in the research and be prepared to discuss the implications of those limitations.

C. Final Paper (35% of final grade): Students will submit a final paper on a topic relevant to counseling psychology. This paper can take one of two forms: 1) a critical literature review of the topic or 2) a research proposal. For students choosing the literature review option, the paper must be more than a basic summary of the research on the topic. In other words, the paper must include an argument or thesis that drives the review. For students choosing the research proposal option, the paper will entail an introduction that summarizes the relevant research, a rationale for the proposed study, a method section, and hypotheses with accompanying analyses. To better ensure students start this project early, a list of 8 references in APA format is due on Monday, October 6th at 5:00pm (note: class will not formally meet on October 2nd to allow additional time for this component of the assignment). Along with each reference, students should include a 2-3 sentence summary of the article/chapter (copying and pasting part of the abstract is not sufficient). Additional details on the final paper will be provided in a separate document. The final paper is due Monday, December 8th at 5:00pm. Any students wishing to receive feedback on a draft of the paper should submit a copy to me no later than Monday, November 17th.

Evaluation:

Grades will be assigned on the following scale (proportions of a percentage will be rounded to the nearest whole percentage):

A	90% or greater
B	80-89%
C	70-79%
D	60-69%
F	59% or lower

8. Class Policy Statements:

Late Work Policy: It is expected that you have completed all assignments by the start of class on the day assignments are due or by the due date/time listed on the syllabus. Failure to turn an assignment in on time or missing a presentation will result in failure of that course requirement. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: You are expected to be in class and to be prepared. Seminar courses such as this one require active participation from all participants. You are expected to communicate in advance if you need to be absent from class. You are responsible for initiating arrangements for work missed due to excused absences. Missing more than one class period may result in a deduction in your participation grade.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

9. Justification for Graduate Credit:

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.