**COUN 8400**

Professional Seminar in Counseling Psychology

***Fall 2018***

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

**College of Education**

Instructor Information:

**Han Na Suh, Ph.D.**

**Assistant Professor**

**2060 Haley Center**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 8400**

**Course Title: Professional Seminar in Counseling Psychology**

**Credits: 3 Credits**

**Prerequisites: Enrollment in Counseling Psychology Doctoral Program**

**Instructor: Han Na Suh, PhD**

**Contact Info: 2060 Haley Center**

**Class Meeting: Tuesdays 4:30-7:20 p.m. @ 2442 Haley Center**

**2. Date Syllabus Prepared:** 8/2014; revised 8/2016; revised 8/2018

**3. Text or Major Resources (Required):**

Wampold, B. E., & Imel, Z. E. (2015). *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed). New York, NY: Routledge.

Required book chapters and journal articles are referenced in the course schedule (e-copies will be provided to students)

**4. Course Description:**

*Brief Description*: Scientific foundations of the counseling psychology profession and application of the foundational knowledge in clinical interventions.

*Expanded Description*: This class is designed to increase students’ identities as scientist-practitioner counseling psychologists-in-training. The course covers the scientific foundations of counseling psychology and encourages students to apply the foundational knowledge in their clinical interventions. This course is thus paired with the counseling psychology practicum experience (Year 2 or Year 3 of the doctoral program) so that students have an opportunity to apply their increasing knowledge of what makes psychotherapy effective with their clients. The class introduces a host of psychotherapy process and outcome research to (a) advance students’ understanding of effective counseling and to (b) improve students’ ability to critically examine research relevant to counseling psychology and effective counseling interventions. Additionally, multicultural and social justice themes related to counseling will be integrated into readings and discussions throughout the semester, in addition to class periods devoted specifically for these themes. This course is also designed to introduce students to consultation and advocacy. Students will gain a theoretical basis of consultation and advocacy work and will also have the opportunity to apply those skills in the community.

**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. Describe the role of psychologist-as-consultant and understand how consultation work provides an opportunity for broad impacts
9. Articulate the ways in which preventative efforts can positively influence targeted populations
10. Apply their knowledge of social justice and advocacy to an identified problem in the community

**6. Course Content and Schedule:**

As a graduate seminar course, the bulk of class periods will be spent discussing and analyzing the assigned readings. Some weeks will include a short lecture and/or other didactic material. Overall, however, 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. Aside from the chapters from *The Great Psychotherapy Debate* (the required textbook), I will provide you with an electronic copy of all chapters or articles listed below. The articles and chapters are also available in hard copy or electronic format from the university library. Optional readings are italicized.

Week 1 (8/21): Overview and Introduction to the Class

American Psychological Association, & Lichtenberg, J. W. (1999). Archival description of counseling psychology. *The Counseling Psychologist*, *27*, 4, 589-592.

Week 2 (8/28): Foundations 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.

Heppner, P. P., Casas, J. M., Carter, J., & Stone, G. L. (2000). The maturation of counseling psychology: Multifaceted perspectives, 1978–1998. *Handbook of counseling psychology*, *3*, 3-49.

*Magyar-Moe, J. L., Owens, R. L., & Conoley, C. W. (2015). Positive psychological interventions in counseling: What every counseling psychologist should know. The Counseling Psychologist, 43, 508-557.*

Week 3: (9/4): Introduction to Consultation, Advocacy, and Activism

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 (Ch. 6). In *Psychological consultation and collaboration: Introduction to theory and practice* (7th ed., pp. 106-132). Boston, MA: Pearson.

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.

Norsworthy, K. L., Abrams, E. M., & Lindlau, S. (2013). Activism, advocacy, and social justice in feminist multicultural counseling psychology. In C. Z. Enns & E. N. Williams (Eds.), *The Oxford handbook of feminist multicultural counseling psychology* (pp. 465-482). New York, NY: Oxford University Press.

*Kozan, S., & Blustein, D. L. (2018). Implementing Social Change: A Qualitative Analysis of Counseling Psychologists’ Engagement in Advocacy. The Counseling Psychologist, 46, 2, 154-189.*

*Ratts, M. J., Singh, A. A., Nassar‐McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. Journal of Multicultural Counseling and Development, 44, 1, 28-48.*

*Smith, L. (2008). Positioning classism within counseling psychology’s social justice agenda. The Counseling Psychologist, 36, 895-924.*

Week 4 (9/11): Contextual and Medical Models for Psychotherapy

Wampold, B. E., & Imel, Z. E. (2015). History, medicine, methods, and psychotherapy: Progress and omissions (Ch. 1). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 1-36). New York, NY: Routledge.

Wampold, B. E., & Imel, Z. E. (2015). The contextual model: Psychotherapy as a socially situated healing practice (Ch. 2). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 37-61). New York, NY: Routledge.

Wampold, B. E., & Imel, Z. E. (2015). Contextual model versus medical model: Choosing a progressive research programme (Ch. 3). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 62-81). New York, NY: Routledge.

Week 5 (9/18): Absolute Efficacy of Psychotherapy

Wampold, B. E., & Imel, Z. E. (2015). Absolute efficacy: The benefits of psychotherapy established by meta-analysis (Ch. 4). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 82-113). New York, NY: Routledge.

Ashworth, D. K., Sletten, T. L., Junge, M., Simpson, K., Clarke, D., Cunnington, D., & Rajaratnam, S. M. (2015). A randomized controlled trial of cognitive behavioral therapy for insomnia: an effective treatment for comorbid insomnia and depression. *Journal of counseling psychology*, *62*, 2, 115-123.

Sternberg, K., & Sternberg, R. J. (2012). Preparing a manuscript for publication. In H. Cooper (Ed.), *APA handbook of research methods in psychology* (Vol. 3; pp. 503-519). Washington, DC: American Psychological Association.

Week 6 (9/25): Relative Efficacy, Comparative Outcome Research

\*\*Description of intended social justice advocacy project due by the start of class.

Wampold, B. E., & Imel, Z. E. (2015). Relative efficacy: The dodo bird still gets it (Ch. 5). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 114-157). New York, NY: Routledge.

Frost, N. D., Laska, K. M., & Wampold, B. E. (2014). The evidence for present-centered therapy as a treatment for posttraumatic stress disorder. *Journal of Traumatic Stress, 27*, 1-8.

Munder, T., Flückiger, C., Gerger, H., Wampold, B. E., & Barth, J. (2012). Is the allegiance effect an epiphenomenon of true efficacy differences between treatments? A meta-analysis. *Journal of Counseling Psychology*, *59*, 4, 631-637.

Week 7 (10/2): The Role of the Therapist in Counseling Process and Outcome

Wampold, B. E., & Imel, Z. E. (2015). Therapist effects: An ignored but critical factor (Ch. 6). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 158-177). New York, NY: Routledge.

Chui, H., Hill, C. E., Kline, K., Kuo, P., & Mohr, J. J. (2016). Are you in the mood? Therapist affect and psychotherapy process. *Journal of Counseling Psychology, 63*, 405-418.

Hill, C. E., Spiegel, S. B., Hoffman, M. A., Kivlighan Jr, D. M., & Gelso, C. J. (2017). Therapist expertise in psychotherapy revisited. *The Counseling Psychologist*, *45*, 1, 7-53.

Nissen-Lie, H. A., Goldberg, S. B., Hoyt, W. T., Falkenström, F., Holmqvist, R., Nielsen, S. L., & Wampold, B. E. (2016). Are therapists uniformly effective across patient outcome domains? A study on therapist effectiveness in two different treatment contexts. *Journal of counseling psychology*, *63*, 4, 367-378.

*Anderson, T., Ogles, B. M., Patterson, C. L., Lambert, M. J., & Vermeersch, D. A. (2009). Therapist effects: Facilitative interpersonal skills as a predictor of therapist success. Journal of Clinical Psychology, 65, 755-768.*

Week 8 (10/9): The Role of Alliance and Expectations in Counseling Process and Outcome

Wampold, B. E., & Imel, Z. E. (2015). General effects: Surviving challenges and anticipating additional evidence (Ch. 7). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 178-212). New York, NY: Routledge.

Kivlinghan, D. M., Jr., Hill, C. E., Gelso, C. J., & Baumann, E. (2016). Working alliance, real relationship, session quality, and client improvement in psychodynamic psychotherapy: A longitudinal actor-partner interdependence model. *Journal of Counseling Psychology, 63*, 149-161.

Ahmed, M., Westra, H. A., & Constantino, M. J. (2012). Early therapy interpersonal process differentiating clients high and low in outcome expectations. *Psychotherapy Research, 22*, 731-745.

Katz, A. D., & Hoyt, W. T. (2014). The influence of multicultural counseling competence and anti-black prejudice on therapists’ outcome expectancies. *Journal of Counseling Psychology, 61*, 299-305.

Week 9 (10/16): Working with Diverse Clients in Individual Therapy

\*\*Final paper outline due by the start of class.

Alberta, A. J., & Wood, A. H. (2009). A practical skills model for effectively engaging clients in multicultural settings. *The Counseling Psychologist, 37*, 564-579.

Mizock, L., & Lundquist, C. (2016). Missteps in psychotherapy with transgender clients: Promoting gender sensitivity in counseling and psychological practice. *Psychology of Sexual Orientation and Gender Diversity, 3*, 148-155.

Han, Y.-J., & O’Brien, K. M. (2014). Critical secret disclosure in psychotherapy with Korean clients. *The Counseling Psychologist, 42*, 524-551.

Hook, J. N., Farrell, J. E., Davis, D. D., DeBlaere, C., Van Tongeren, D. R., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. *Journal of Counseling Psychology, 63*, 269-277.

Week 10 (10/23): Processes and Outcomes in Group Therapy

Lo Coco, G., Gullo, S., Di Fratello, C., Giordano, C., & Kivlighan, D. M., Jr. (2016). Group relationships in early and late sessions and improvement in interpersonal problems. *Journal of Counseling Psychology, 63*, 419-428.

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.

Smokowski, P. R., Rose, S. D., & Bacallao, M. L. (2001). Damaging experiences in therapeutic groups: How vulnerable consumers become group casualties. *Small Group Research, 32*, 223-251.

Week 11 (10/30): Processes and Outcomes in Career Counseling

Varghese, F. P. (2012). Vocational interventions with offenders: Interdisciplinary research, theory, and integration. *The Counseling Psychologist, 41*, 1011-1039.

Masdonati, J., Perdrix, S., Massoudi, K., & Rossier, J. (2014). Working alliance as a moderator and mediator of career counseling effectiveness. *Journal of Career Assessment, 22*, 1, 3-17.

Hartung, P. J., & Vess, L. (2016). Critical moments in career construction counseling. *Journal of Vocational Behavior*, *97*, 31-39.

Week 12 (11/6): Specific Effects in Psychotherapy Outcome

Wampold, B. E., & Imel, Z. E. (2015). Specific effects: What are they? (Ch. 8). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 213-254). New York, NY: Routledge.

Markowitz, J. C., Petkova, E., Neria, Y., Van Meter, P. E., Zhao, Y., Hembree, E., … & Marshall, R. D. (2015). Is exposure necessary? A randomized clinical trial of interpersonal psychotherapy for PTSD. *American Journal of Psychiatry, 172*, 430-440.

Forman, E. M., Chapman, J. E., Herbert, J. D., Goetter, E. M., Yuen, E. K., & Moitra, E. (2012). Using session-by-session measurement to compare mechanisms of action for acceptance and commitment therapy and cognitive therapy. *Behavior Therapy, 43*, 341-354.

Benish, S. G., Quintana, S., & Wampold, B. E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: A direct-comparison meta-analysis. *Journal of Counseling Psychology, 58*, 279-289.

Week 13 (11/13): Peer Review of Final Paper Drafts

\*\*8+ page draft of final paper due by the start of class.

\*\*Also bring a hard copy of your final paper outline and draft to class.

Thanksgiving Break (11/20): No class

Week 14 (11/27): Practice-Based Evidence in Psychology

Wampold, B. E., & Imel, Z. E. (2015). Beyond the debate: Implications of the research synthesis for theory, policy, and practice (Ch. 9). In *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd ed.; pp. 255-278). New York, NY: Routledge.

Barkham, M., Mellor-Clark, J., Connell, J., & Cahill, J. (2006). A core approach to practice-based evidence: A brief history of the origins and applications of the CORE-OM and CORE system. *Counseling and Psychotherapy Research, 6*, 3-15.

Jacobson, N. S., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology, 59*, 12-19.

Week 15 (12/4): Specific Applications of Advocacy, Prevention, and Consultation

\*\*Social justice project hours log and reflection paper due by the start of class.

Tucker, C. M., Ferdinand, L. A., Mirsu-Paun, A., Herman, K. C., Delgado-Romero, E., van den Berg, J. J., & Jones, J. D. (2007). The roles of counseling psychologists in reducing health disparities. *The Counseling Psychologist, 35*, 650-678.

Chronister, K. M., Harley, E., Aranda, C. L., Barr, L., & Luginbuhl, P. (2012). Community-based career counseling for women survivors of intimate partner violence: A collaborative partnership. *Journal of Career Development, 39*, 515-539.

Herman, K. C., Reinke, W. M., Stormont, M., Puri, R., & Agarwal, G. (2010). Using prevention science to promote children’s mental health: The founding of the Missouri Prevention Center. *The Counseling Psychologist, 38*, 652-690.

Week 16 (12/11): Finals Week, No Class

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\*\*Final paper due by 11:59pm on Sunday, December 11.

**7. Course Requirements and Evaluation:**

Course Requirements:

*A. Participation* (65 points total): It is expected for doctoral students to actively involve in the class discussions about issues in counseling psychology. For that reason, students’ attendance, punctuality, preparation, and full participation is expected for this seminar. Students with more than one unexcused absence will receive a deduction of 5 points. This includes unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class. See attendance policy for more information.

B. Weekly Reflections (65 points total): Each week, you are required to submit a 1-page paper, where you reflect on the class reading materials, including 1-2 burning discussion questions based on the readings. These questions should reflect critical thoughts to stimulate discussion and facilitate deeper understanding of the material. It is assumed that the quality and quantity of contributions to seminar discussions reflect preparation and thoughtful reflection. Thoughtful reflection includes self-awareness on the topic, consideration of the implications of the material (e.g., clinical practice, future research, the profession as a whole), and an attempt to integrate the given readings with previous course content and experiences. Due by 5 pm on Sunday, prior to class on Canvas.

*B. Social Justice/Advocacy Project* (100 points total): Principles of social justice and advocacy are foundational to the field of counseling psychology. In order to develop students’ skills as social justice advocates, this class requires students to identify and complete a social justice/advocacy project. This project should be designed to raise awareness and/or bring social change regarding a social justice issue (e.g., discrimination, marginalization, racism, heterosexism, transphobia, ageism, classism, etc). This project can be done individually or in groups, but each student should devote at least 10-15 hours to this project. Depending on interests, students may develop a project targeted to the local community (or a surrounding community), the State of Alabama, or the nation. Students should consider principles of consultation, activism, advocacy, and social justice from the readings from the class, when designing their projects. Students should take the time to speak with members of constituent groups to identify needs rather than assuming what the needs are.

Students will turn in three assignments related to this project. First, students will submit a 1-page brief description of their intended project no later than the start of class on **September 25**. This description is worth 10 points. Second, students will submit a log of how they spent their 10-15 hours on the project. Third, students will submit a 1-page (single spaced) reflection on how their involvement in this project influenced their understanding of the importance of advocacy, their self-awareness on the topic (e.g., bias, stereotype, privilege) and their identity as a social justice advocate. The second and third parts are due by the start of class on **December 4** and should be submitted via Canvas. Students should be prepared to discuss their projects on the final day of class. A grading rubric is available on Canvas.

*C.* *Final Paper* (150 points total): Two important components in the development of a scientist-practitioner approach to counseling psychology are the ability to synthesize and critique existing research and the ability to conduct independent research studies. Dissertation is intended to be a culminating step in this developmental process. In order to help prepare for their dissertation, students in this class will submit a final paper on a topic relevant to counseling psychology. Students are encouraged to select a topic that could become the focus of their dissertation. The final paper can take one of two forms: 1) a critical literature review of the topic or 2) a research proposal. The paper must be formatted in APA style. 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 (e.g., research question/idea) 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.

The Sternberg & Sternberg chapter for week 5 provides some guidance for writing a research paper. In addition, to guide students through the process throughout the semester, this paper will be submitted in three steps. First, students will submit an outline of their paper by the start of class on **October 16**. Second, students will submit a draft of their final paper that is at least 8 pages of text (double-spaced) for peer review. This draft is due by the start of class on **November 13**. That class date is reserved for peer review of these drafts, so students need to bring a hard copy of their draft (and their outline) in addition to submitting it on Canvas. Third, the completed final paper is due by **11:59pm on Sunday,** **December 11**. Additional details on the final paper are available on Canvas. A grading rubric is also available on Canvas.

Evaluation:

Assignments are due on the assigned dates. ***All assignments should be submitted via Canvas at by the designated time (CST). All assignments should be formatted in APA style using 12-point, Times New Roman font with 1-inch margins*.** Rubrics for each assignment are included on the Canvas. *Grades for assignments will be lowered by 10% percent for every day they are late.*

Course requirements total to 380 points. Grades will be assigned on the following percentage 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 due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time (not including any university breaks) will not be accepted and will thus receive a score of 0. I reserve the right to take into consideration of late work, for example, in the event of an emergency when appropriate documents are submitted (e.g., medical notes and records).

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. It is expected that you will make every effort to attend each class period in its entirety. **As stated in the Course Requirements (Participation), students will receive a 5-point deduction from their participation grade for each unexcused absence. Unexcused tardy or early departure of 15 minutes or more will be considered an unexcused absence from class as well. An excused absence that is not made up (as described below) will also count as an unexcused absence.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In order for an excused absence to not count against the participation grading requirement, students must make up the missed class period within one week of the absence (by the start of the next class period) or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence). The absence can be made up by writing an 1-page (single spaced) reflection on the articles due on the day of absence, specifically on the implications of the articles for the practice of counseling psychology. This can be turned in via email or in person.

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.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Justification for Graduate Credit:**

This course includes advanced content in doctoral counseling psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. Only students enrolled in the Auburn University counseling psychology PhD program are eligible to take this course.