**SYLLABUS**

**1. Course Number:** COUN 8230 (2 semester hours)

**Course Title:** Colloquium in Counseling Psychology I

**Prerequisites:** Enrollment in Counseling Psychology PhD program

**Instructor:** Han Na Suh, PhD

**Contact Info:** 2060 Haley; hzs0091@auburn.edu; 334-844-7606

**Class Meeting:** Mondays 3:00pm - 4:50pm, Haley 1221

**Office Hours:** By appointment

**2. Date Syllabus Prepared:** August/2017, revised August/2018, revised August/2019

**3. Required Readings:**

\*\* Additional readings may be assigned.

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* Retrieved from http://www.apa.org/ethics/code/ethics-code-2017.pdf

Suh, H. N., Yuen, M., Wang, K. T., Fu, C., & Trotter, R. H. (2014 draft). Comparing perfectionist types on family environment and well-being among Hong Kong adolescents. Original manuscript submitted for publication to *Personality and Individual Differences.*

Suh, H. N., Yuen, M., Wang, K. T., Fu, C., & Trotter, R. H. (2014). Comparing perfectionist types on family environment and well-being among Hong Kong adolescents. *Personality and Individual Differences,* 70, 111-116.

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wand, K. T. (2016). Validity issues in research: The heart of it all. Chapter 7 of *Research design in counseling* (4th ed., pp. 137-164). Boston, MA: Cengage.

Journal of Counseling Psychology. (2017). *Addendum: Possible issues to consider in a review.* Retrieved from [www.apa.org/pubs/journals/cou/reviewer-guidelines.aspx](http://www.apa.org/pubs/journals/cou/reviewer-guidelines.aspx)

Oleson, K. C., & Arkin, R. M. (2006). Reviewing and evaluating a research article. In F. T. L. Leong, & J. T. Austin (Eds.), *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed., pp. 59-74). Thousand Oaks, CA: Sage.

Qualtrics (n.d.). *How to: A guide to using Qualtrics Research Suite.* Retrieved from <http://success.qualtrics.com/rs/qualtrics/images/How%20To%20-%20A%20Guide%20to%20Using%20Qualtrics%20Research%20Suite.pdf>

Schlomer, G. L., Bauman, S., & Card, N. A. (2010). Best practices for missing data management in counseling psychology. *Journal of Counseling Psychology, 57*, 1-10. doi: 10.1037/a0018082

Tabachnick, B. G., & Fidell, L. S. (2013). Cleaning up your act: Screening data prior to analysis. Chapter 4 of *Using multivariate statistics* (6th ed., pp. 60-116). Boston, MA: Pearson.

Tracey, T. J. G., & Glidden-Tracey, C. E. (1999). Integration of theory, research design, measurement, and analysis: Toward a reasoned argument. *The Counseling Psychologist, 27*, 3, 299-324.

**4. Course Description:**

*Catalog Description:* This course provides pre-practicum students with training in the conduct of counseling psychology research to provide foundational skills involved in research process.

**5. Course Objectives:**

After successful completion of this course, students will be able to:

1. Articulate knowledge of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct as it pertains to research activities;
2. Conduct research and other scholarly activities under the direction of a research supervisor;
3. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels;
4. Understand the process of preparing quantitative data for statistical analysis;
5. Conduct basic descriptive statistics using IBM SPSS Software;
6. Create an online survey using Qualtrics;
7. Critically evaluate published research;
8. Develop initial research idea by exploring and identifying theoretical background to guide the future research project.

**6. Course Content** **and Schedule:**

An overview of the course content and schedule is included below (see Course Requirements for details on each assignment). This schedule may change based upon the learning needs of the class.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS | DUE |
| 8/19 | **\*\*\*CLASS MEETING\*\*\***Course IntroductionMeet Research Lab Supervisors |  |  |
| 8/26 | Institutional Review BoardsResearch Ethics | APA (2017) | CITI Training due 8/26 at 3:00pm |
| 9/2 | **Labor Day**Becoming Familiar with a Research Program | Article(s) selected by research supervisor |  |
| 9/9 | **\*\*\*CLASS MEETING (RBDL 2041)\*\*\***Accessing AU Library Resources (Dr. Shipman) |  |  |
| 9/16 | Becoming Familiar with a Research Program | Article(s) selected by research supervisor |  |
| 9/23 | **\*\*\*CLASS MEETING (Haley 3430)\*\*\***Introduction to QualtricsData Screening & Scale Calculation in SPSS | Qualtrics (n.d.)Schlomer et al (2010)Tabachnick & Fidell (2013) | Research Reflection due 9/23 at 3:00pm |
| 9/30 | Practical Application of Qualtrics |  |  |
| 10/7 | **\*\*\*CLASS MEETING (Haley 3430)\*\*\***Practical Application of SPSSConfounds in Research Design  | Heppner et al (2016) | Mid-Term Hours Log due 10/7 at 3:00pm |
| 10/14 | Confounds in Research Design, cont. |  | Qualtrics (due 10/14 at 3:00pm) |
| 10/21 | **\*\*\*CLASS MEETING\*\*\***Intro to Journal Peer Review Process | Suh et al. (2014) draft (Read Reviewer comments in class) |  |
| 10/28 | Journal Peer Review Process, cont.  | Suh et al. (2014)Response to Reviewers | SPSS (due 10/28 at 3:00pm) |
| 11/4 | How to Critique a Journal Article | Oleson & Arkin (2006)JCP (2017)  |  |
| 11/11 | **\*\*\*CLASS MEETING\*\*\***Intro to Research Development | Tracey & Glidden-Tracey (1999) | Confounds Assignment due 11/11 at 3:00pm |
| 11/18 | Intro to Research Development, cont  |  | Article Critique due 11/18 at 3:00pm |
| 11/25 | . NO CLASS: THANKSGIVING BREAK  |  |  |
| 12/2 | **\*\*\*CLASS MEETING\*\*\***End of semester review |  | Theoretical Background due 12/2 at 3:00pm |
| 12/9 | NO CLASS: FINALS WEEK |  | Final Hours Log & Supervisor Evaluation due 12/9 at 3:00pm |

**7. Course Requirements/Evaluation:**

Course Requirements:

A. *CITI Training*: You are required to complete the Collaborative Institutional Training Initiative (CITI) course relevant to psychology research. Specifically, you will complete the course: IRB #2 Social and Behavioral Emphasis – AU Personnel – Basic/Refresher, found under the Human Subjects Research (HSR) grouping. For information on how to complete the course, see <https://cws.auburn.edu/OVPR/pm/compliance/irb/training>. You must **submit a PDF of your completion certificate with a passing score (per CITI requirements) to the course instructor (on Canvas) and your research lab supervisor (via email) by 4:00pm on Tuesday, August 28.**

B. *Research Reflection* (20 points): You will read 3-4 articles written by members of your research supervisor’s lab, as assigned by your research supervisor. You will then **submit a written reflection on the assigned articles to the course instructor (via Canvas) and your research supervisor (via email) by 2:00pm on Tuesday, September 25**. The reflection should be approximately 1-2 pages single spaced and cover the following elements: 1) insights gained from the articles, 2) questions about the supervisor’s research program that still remain, and 3) future research questions you have that were stimulated by the articles.

C. *Qualtrics Survey* (20 points): In order to become familiar with the online survey platform Qualtrics, you will develop a survey in Qualtrics as assigned by the instructor. A Word version of the informed consent, measures, and necessary display logic will be provided on Canvas for you to then convert to a Qualtrics survey. All Auburn students have access to Qualtrics as a link within AU Access. In addition to the reading assigned in the syllabus, you are encouraged to use the following website for guidance: <https://www.qualtrics.com/support>. Upon completion of the online version of the survey, you will activate the survey and create a distribution link. You will be required to **submit this link on Canvas by 11:59pm on Thursday, October 4**.

D. SPSS Data Preparation (20 points): In order to gain exposure to IBM SPSS Software and to develop skills in data preparation, you will complete an SPSS Worksheet. The instructor will provide you with a sample dataset that contains item-level data for several measures. You will complete each of the steps listed on the SPSS Worksheet (available on Canvas) in order to ‘clean’ the data, calculate scale scores, and conduct descriptive statistics. You will **turn in both the SPSS Worksheet and a copy of your SPSS syntax and output on Canvas no later than 11:59pm on Thursday, October 18.**

E. *Confounds Assignment* (20 points): You will select one data-based article that you read for the Research Reflection assignment. You will re-read the selected article, paying special attention to confounding variables (i.e., variables that may provide alternative explanations for the relationships found between/among the studied variables). Write a brief (1/2 to 1 page single spaced) analysis of alternative explanations for the relationships found in the empirical article, including any ideas you have for how those alternative explanations could be ruled out. You will **turn this in to the course instructor (via Canvas) and research lab supervisor (via email) no later than 11:59pm on Thursday, November 1.**

F. *Article Critique* (20 points): To gain exposure to the journal peer review process, you will engage in a series of steps. First, you will read a “first submission” to *Personality and Individual Differences* (Suh et al. draft). Second, you will complete a Journal Critique form (available on Canvas) of this article. You will **submit the Critique on Canvas by 2:00pm on Tuesday, November 13 and bring a copy to class**. Third, we will discuss your critiques in class, after which we will read and discuss feedback from the actual journal reviewers. Fourth, you will read the authors’ responses to reviewer feedback and the final published journal article (Cornish & Wade, 2015). In the following class period, we will discuss additional reflections on the peer review process. Reading and discussing the assigned article will also serve as an introduction to the process of conducting psychotherapy outcome research, which is emphasized in *Colloquium in Counseling Psychology II*.

G. *Theoretical Background (10 points)*: As a psychologist-in-training, you are expected to develop the skill to work on an independent research project. In this course, you will identify a theoretical background that most closely describes your topic of interest. You are expected to first identify a research interest in counseling psychology area. Then read the Tracey and Glidden-Tracey (1999) article, especially the “Importance of Substantive Theory (pp. 305-6).” Then, you need to identify a theoretical framework to support your research interest and briefly describe (a) the theoretical framework (b) how the theory defines your variable of interest (i.e., operational definition) (c) how the theory posits the relation between the research variables. Though you do not need to continue on the same research topic in Colloquium in Counseling Psychology II, this will help you learn how to identify and apply your research interest based on a theoretical framework.

H. *Participation in Research Lab*: After meeting the research lab supervisors in the first week of class, you will select one research lab to be involved in throughout the semester. **Your lab selection needs to be approved by the research lab supervisor and communicated to the course instructor no later than the second week of the semester**. Involvement in the research lab includes attendance and participation at weekly lab meetings, completion of research tasks assigned by the research supervisor, and involvement in at least one specified research project in the lab.

1) Mid-Term Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed between Week 1 and Week 7. Use the Research Hours Log provided on Canvas to complete this assignment. This log must be signed by your research lab supervisor. **Turn in a scanned version of the log initialed by your supervisor to Canvas no later than 2:00pm on October 9.**

2) Final Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed over the entire course of the semester. A Satisfactory grade in the course requires a minimum of 40 hours during the semester. Use the Research Hours Log provided on Canvas to complete this assignment. This log must be initialed each week and signed by your research lab supervisor. **Turn in a scanned version of the signed log to Canvas no later than 2:00pm on Tuesday, December 11.**

3) Research Supervisor Evaluation: Your research lab supervisor will complete an evaluation of your performance as a research lab member. Your supervisor will be emailed a link of the survey to complete online. A blank copy of the form is available on Canvas for your awareness. This supervisor evaluation is used to ensure you are meeting competency benchmarks set forth by the Auburn University counseling psychology program and the American Psychological Association Commission on Accreditation. **The evaluation must be submitted by the supervisor in no later than 2:00pm on Tuesday, December 11.** You are advised to ask your supervisor to let you know once they have submitted your evaluation.

Evaluation:

This course uses Satisfactory/Unsatisfactory grading. Your evaluation will depend on your performance on class assignments and your performance as a student researcher in your selected research lab. A key ingredient in your course grade will be the evaluation completed by your research supervisor near the end of the semester.

A grade of satisfactory in the course requires all of the following:

* A passing score (per Auburn IRB requirements) on the CITI training;
* A mean score of 80% or higher across the point-based assignments in the Course Requirements;
* No more than 1 unexcused absence from class meetings;
* No more than 1 unexcused absence from research lab meetings;
* Evaluation from your research supervisor that indicates performance “Consistent with Beginning Doctoral Student Skill Level” on each of the rated domains;
* Accurate submission of semester research hours with a minimum of 40 hours;
* No indication of behavior that violates APA ethical standards as it relates to the student’s research lab participation.

If it becomes evident that you are not meeting expectations for a satisfactory grade, I will meet with you to discuss this matter. If you do not receive a satisfactory evaluation from your research supervisor, you may be required to take steps toward remediation as allowed in the program policies and professional judgment of counseling psychology program faculty. Please note that program policies specify minimally acceptable scores on the research supervisor evaluation. Failure to achieve these benchmarks means you will not pass this course and may need to undergo remediation.

**8. Class Policy Statements:**

Late Work Policy: It is expected that you have completed all assignments by the due date and time. Failure to turn an assignment in on time will result in unsatisfactory completion of that course requirement, and in many instances would mean an inability to pass the class. 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: Class attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will receive an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

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 attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence 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).

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

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

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. 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 graduate 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. As a pre-practicum course designed to teach knowledge and skills related to the scientist-practitioner model of counseling psychology, only students enrolled in the counseling psychology doctoral program are eligible to take this course.