**COUN 8250**

Colloquium in Counseling Psychology III

***Fall 2020***

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

**College of Education**

Instructor Information:

**Evelyn Hunter, PhD, LP**

**Assistant Professor**

**2064 Haley Center**

**Eac0006@auburn.edu**

**334-844-7608**

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Office Hours:

**by appointment**

**This course is reserved for students enrolled in the Counseling Psychology doctoral program at Auburn University. All others require permission.**



**SYLLABUS**

**1. Course Number: COUN 8250 (2 semester hours)**

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

**University: Auburn University**

**Prerequisites: COUN 8230 and 8240**

**Instructor: Evelyn Hunter, PhD, LP**

**Contact Info: 2064 Haley (mail: 2084); eac0006@auburn.edu; 334-844-7608**

**Class Meeting: Thursdays (see schedule) 2-2:50pm**

**2. Date Syllabus Prepared:** 8/2020

**3. Required Readings:**

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Thomson/Brooks/Cole.

Article 1: *How to Review Journal Articles – A guideline for first time reviewers*. Adapted from “Information from Reviewers” of Foreign Language Annals, a publication of the American Council on the Teaching of Foreign Languages (ACTFL). Retrieved from http://www.actfl.org/i4a/pages/ index.cfm?pageid=5163 on October 25, 2010. Used by permission

Article 2: Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *Levitt HM, Bamberg M, Creswell JW, Frost DM, Josselson R, Suárez-Orozco C.Am Psychol. 2018 Jan; 73(1):26-46.*

Article 3: Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *Am Psychol. 2018 Jan;73(1):3-25. doi: 10.1037/amp0000191.*

Article 4: *Preparing Conference Papers and Presentations.* This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 2.5 License. You may reproduce it for non-commercial use if you use the entire handout (just click print) and attribute the source: The Writing Center, University of North Carolina at Chapel Hill

Article 5: Adler, Abby. “Talking the Talk: Tips on Giving a Successful Conference Presentation.” *Psychological* *Science Agenda* 24.4 (April 2010). American Psychological Association. <<http://www.apa.org/science/about/psa/2010/04/presentation.aspx>>.

**4. Course Description:**

*Catalog Description:* This course provides advanced training in the development, conduct, and dissemination of counseling psychology research and provides opportunities to demonstrate an ability to contribute to meaningful scholarship in Counseling Psychology.

**5. Course Objectives:**

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

1. Work as a research team to formulate research questions and develop research studies to answer those questions;
2. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels
3. Complete and Submit scholarship worthy of presentation/publication with research team
4. Review and critically evaluate published research, and apply critical evaluations to improvement of personal scholarship

**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.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS | DUE |
| Aug 27 | Course OverviewResearch from Conception to CompletionSetting Up for Success: Alleviating Barriers to Research |  |  |
| Sept 10 | Identifying TopicsReviewing Research to Strengthen Your Work | H & H: Chap 2 Assigned Article 1 |  |
| Sept 17 | Research Topic Presentations & Discussion |  | Research Topic Presentations |
| Oct 1 | Qualitative Methodologies | H & H Chap 8 & 13 Article 2 | Midterm Log Due |
| Oct 15 | Quantitative and Mixed Methodologies | H & H Chap 7 & 12Article 3 | Research Article Reviews |
| Oct 29 | Selecting Journals / Publication Making the Data Sing: DiscussionsResearch Progress Updates | Review Cabell’s Intl H&H Chap 14 | Quan/Qual/Mixed Method Mock Up Due |
| Nov 12 | Submitting for Publication | Assigned Article 4,5 |  |
| Nov 19 | Class Research Presentations |  | Research Presentations DueConference Submissions Due |
| Dec 3 |  |  | Final Hours Log DueSupervisor Evaluation Due |

**7. Course Requirements/Evaluation:**

1. Research Topic Presentations (5 points): Through consultation with your research supervisor, you will select a topic relevant to the research conducted in your research lab that you plan to prepare for conference submission. You are required to lead (or at minimum co-lead) on this research project, but it can be completed in the context of a lab group. You will a) Complete the Advisor Research Topic Approval Form and submit it on Canvas, b) write a brief synopsis of your research topic (max 1 page) and submit on Canvas, and c) conduct a **brief (10 minute) topic presentation** to the Colloquium class, specifically to elicit feedback on the topic and potential ideas and/or pitfalls that your research team may need to consider.
2. Qualitative/Quantitative/Mixed Method Mock Up (20 points): Using the H & H Chapters and the articles on reporting qualitative or quantitative standards, you will create a mock methods section for your research topic (if you have already collected data you are free to use your actual data). For each section on the mock up, you will indicate any research issues you might foresee, or changes in methodology (or future study options) that might be necessary given these foreseen issues. See the rubric on Canvas for more information.
3. Research Article Review (25 points): From among the options listed in on Canvas, you will select an empirical research article and serve as the “mock reviewer” for said article. Your review paper will include: 1) a general overview of the article, 2) specific critiques, along with information you would require the author to “revise and resubmit”, 3) areas of the article that demonstrate equity and justice in research and areas in which equity and justice are not taken into account in the research methodology or results, and 4) aspects of the review that have illuminated issues in your own research work. You should use the example review on Canvas to help organize your work.
4. Conference Submission (20 points): It is expected that your ongoing participation in your research lab will result in your work being submitted for regional/national conference presentation (e.g. APA Convention, though you might find the most appropriate conference in consultation with your lab supervisor). You will be required to demonstrate proof of conference submission (or at minimum proof of readiness for submission for later deadlines). In other words, the conference submission will be submitted on Canvas in the form required for submission to the actual conference (with expectation for submission in the case of later deadlines). Please note the conference you will submit to and the submission due date at the top of your submission.
5. Research Presentations (30 points): You are required to present on the work completed on your research topic (presented at the beginning of the semester). Specifically, **your 20 minute research presentation** should include 1) a reminder summary of your topic, 2) relevant literature/ body of work regarding your topic, 3) your research questions and related methodology to examine the topic, 4) results or preliminary data (if available), and 5) how you envision this topic relating to your future scholarship (e.g. dissertation). Please utilize powerpoint, prezi, or a similar presentation format during your presentation.
6. **As with preceding Colloquium courses, research lab participation is required**. 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) Weekly Research Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed each week (including time spent in lab meetings) using the Weekly Research Hours Log “assignments” in the Tevera course for COUN 8250. You are expected to complete the logs weekly by the day of the week established between you and your research lab supervisor. Your supervisor will review and sign off on your documentation within Tevera.

2) Semester Research Hours Log: Using the Weekly Hours Log documentation, you will complete a final summary of your research hours using the Semester Research Hours Log “assignment” in the Tevera course for COUN 8250. A Satisfactory grade in the course requires a minimum of 30 hours during the semester. This log must be completed with sufficient time for **your Supervisor to sign the log in Tevera no later than Thursday December 3 at 3:00pm.**

3) Research Supervisor Evaluation: Your research lab supervisor will complete an evaluation of your performance as a research lab member. This evaluation will be completed within Tevera and 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 Tevera no later than Thursday, December 3 at 3:00pm.**

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 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;
* Accurate submission of semester research hours with a minimum of 30 hours;
* Research Supervisor Evaluation: at least 50% of items rated as Consistent with Some Prior Research Experience (3) or higher, and no items rated as Below Beginning Doctoral Student Skill Level (1)
* 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 result in 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 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 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 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.