**COUN 8400**

Professional Seminar in Counseling Psychology

***Fall 2020***

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

**College of Education**

Instructor Information:

**Latifat O. Cabirou, Ph.D.**

**Visiting Assistant Professor**

**2060 Haley Center**

**LOC0005@auburn.edu**

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Office Hours:

**by appointment**



**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: Latifat O. Cabirou, PhD**

**Contact Info: 2060 Haley (mail: 2084); loc0005@auburn.edu**

**Class Meeting: Tuesdays 1:00-3:50pm (Remotely until further notice)**

**2. Date Syllabus Prepared:** 8/2014; revised 8/2016; 8/2020

**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 that foundational knowledge in counseling interventions.

*Expanded Description*: This required class for the AU counseling psychology doctoral program 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 that knowledge in their counseling 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 exposes students to a host of psychotherapy process and outcome research to increase students’ understanding of effective counseling and to increase students’ capacity to critically examine research relevant to counseling psychology. Multicultural and social justice themes related to counseling will be integrated into readings and discussions throughout the semester, in addition to specific class periods devoted specifically to 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. **Although this course is being offered in a blended format this semester, all learning outcomes in the course are equivalent to the face-to-face (F2F) version of the course.**

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.

Week 1 (8/18): Overview and Introduction to the Class

Week 2 (8/25): 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.

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. doi: 10.1177/0011000015573776

DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social Justice in Counseling Psychology: Then, Now, and Looking Forward. *The Counseling Psychologist*, *47(6)*, 938–962. https://doi.org/10.1177/0011000019893283

Week 3: (9/01): 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.

Suzuki, L. A., O’Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., & Carter, R. T. (2019). Counseling Psychology and the Amelioration of Oppression: Translating Our Knowledge Into Action. *The Counseling Psychologist, 47(6),* 826–872. https://doi.org/10.1177/0011000019888763.

Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology.* Advance online publication. https://doi.org/10.1037/cou0000430

Week 4 (9/8): 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 (9/15): 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.

Pachankis, J. E., Hatzenbuehler, M. L., Rendina, H. J., Safren, S. A., & Parsons, J. T. (2015). LGB-affirmative cognitive-behavioral therapy for young adult gay and bisexual men: A randomized controlled trial of a transdiagnostic minority stress approach. *Journal of Consulting and Clinical Psychology, 83*, 875-889. doi: 10.1037/ccp0000037

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 (9/22): 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.

Moring, J.C., Dondanville, K.A., Fina, B.A., Hassija, C., Chard, K., Monson, C., LoSavio, S.T., Wells, S.Y., Morland, L.A., Kaysen, D., Galovski, T.E. and Resick, P.A. (2020), Cognitive Processing Therapy for Posttraumatic Stress Disorder via Telehealth: Practical Considerations During the COVID‐19 Pandemic. *Journal of Traumatic Stress*. doi:10.1002/jts.22544

Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., … & Lindenboim, N. (2006). Two-year randomized trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry, 63*, 757-766. doi: 10.1001/archpsyc.63.7.757

Week 7 (9/29): 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.

Jowers, C. E., Cain, L. A., Hoffman, Z. T., Perkey, H., Stein, M. B., Widner, S. C., & Slavin-Mulford, J. (2019). The relationship between trainee therapist traits with the use of self-disclosure and immediacy in psychotherapy. Psychotherapy, 56(2), 157–169. https://doi.org/10.1037/pst0000225

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. doi: 10.1037/cou0000114

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. doi: 10.1037/sgd0000177

Week 8 (10/6): Graduate Student Training in Counseling Psychology

Curtis-Boles, H., Chupina, A. G., & Okubo, Y. (2020). Social justice challenges: Students of color and critical incidents in the graduate classroom. *Training and Education in Professional Psychology*, *14(*2), 100–108. <https://doi.org/10.1037/tep0000293>

Valmas, M. M., Himrich, S. J., & Finn, K. M. (2020). Women’s experiences of supervision and professional development. *Journal of Psychotherapy Integration, 30*(1), 130–139. <https://doi.org/10.1037/int0000182>

Callan, S., Schwartz, J., & Arputhan, A. (2020). Training future psychologists to be competent in self-care: A systematic review. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000345>

Chui, H., McGann, K. J., Ziemer, K. S., Hoffman, M. A., & Stahl, J. (2018). Trainees’ use of supervision for therapy with sexual minority clients: A qualitative study. *Journal of Counseling Psychology, 65*(1), 36–50. https://doi.org/10.1037/cou0000232

Week 9 (10/13): Intersectionality Research in Counseling Psychology

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

Brinkman, B. G, & Donohue, P. (2020). Doing intersectionality in social justice oriented clinical training. *Training and Education in Professional Psychology, 14*(2), 109–115. <https://doi.org/10.1037/tep0000274>

Fattoracci, E. S. M., Revels-Macalinao, M., & Huynh, Q.-L. (2020). Greater than the sum of racism and heterosexism: Intersectional microaggressions toward racial/ethnic and sexual minority group members. *Cultural Diversity and Ethnic Minority Psychology*. Advance online publication. <https://doi.org/10.1037/cdp0000329>

Noyola, N., Sánchez, M., & Cardemil, E. V. (2020). Minority stress and coping among sexual diverse Latinxs. *Journal of Latinx Psychology,* 8(1), 58–82. https://doi.org/10.1037/lat0000143

Week 10 (10/20): 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. doi: 10.1037/cou0000153

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 (10/27): 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. doi: 10.1177/0011000012462369

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. doi: 10.1177/1069072713487489

Week 12 (11/3): 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. doi: 10.1176/appi.ajp.2014.14070908

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. doi: 10.1016/j.beth.2011.07.004

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. doi: 10.1037/a0023626

Week 13 (11/10): Peer Review of Final Paper Drafts

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

Week 14 (11/17): 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. doi: 10.1080/14733140600581218

Kimberly K. Parrow, John Sommers-Flanagan, J. Sky Cova, Hugo Lungu; Evidence-Based Relationship Factors: A New Focus for Mental Health Counseling Research, Practice, and Training. *Journal of Mental Health Counseling*, 1 October 2019; 41 (4): 327–342. doi: https://doi.org/10.17744/mehc.41.4.04

Week 15 (11/24): 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. doi: 10.1177/0011000007301687

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. doi: 10.1177/0894845311401618

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a Psychological Framework of Radical Healing in Communities of Color. *The Counseling Psychologist, 48*(1), 14–46. https://doi.org/10.1177/0011000019843506Zounlome, N. O. O., Wong, Y. J., Klann, E. M., David, J. L., & Stephens, N. J. (2019). ‘No One . . . Saves Black Girls’: Black University Women’s Understanding of Sexual Violence. *The Counseling Psychologist*, 47(6), 873–908. https://doi.org/10.1177/0011000019893654

Week 16: Finals Week, No Class

\*\*Final paper due by 5:00pm on Sunday, December 6.

**7. Course Requirements and Evaluation:**

Course Requirements:

1. *Participation/Discussion Questions* **(60 points total):**Each student is expected to read the assigned readings every week and turn in two discussion questions based on the readings by 12 pm on the day before class meets **(via Canvas)**. Each question should be a synthesized question from multiple readings. Your questions should reflect your evaluative understanding of the readings
2. *Seminar Lead* **(90 points total)**: 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.

Each student will select two topics and lead one-hour class discussion for each topic. The presenter should summarize the major issues on the topic and lead the class in a discussion of these issues. All students should have read the relevant articles. The presenter is expected to read beyond the assigned readings to develop sufficient expertise to lead the class discussion. If the presenter wants students to read additional literature, he/she should give the list of additional readings by the Friday before the class.

1. *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, ableism, etc). This project can be done individually or in groups, but each student should devote 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 for class period 3 in designing their projects. This includes taking the time to speak with members of constituent groups to identify needs rather than assuming what the needs are. All projects need to be appropriately supervised. If a project could be construed as psychotherapeutic or psychoeducational in nature, it must be supervised by a licensed mental health professional.

Students will turn in three assignments related to this project. First, students will submit a brief description of their intended project no later than the start of class on **September 22**. This description is worth 15 points. Second, students will submit a log of how they spent their 10-15 hours on the project. This log (and the hours documented within it) is worth 65 points. 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 and their identity as a social justice advocate. This reflection is worth 20 points. The second and third parts are due by the start of class on **November 24**. Students should be prepared to discuss their projects on the final day of class. A grading rubric is available on Canvas.

1. *Final Paper* **(100 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. This paper 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 critical literature review on a topic relevant to counseling psychology. Students are encouraged to select a topic that could become the focus of their future research or dissertation. 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. The paper must be formatted in APA style.

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 13**. This outline is worth 10 points. 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 10**. 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) (if class is held in person) in addition to submitting it on Canvas. The draft is worth 30 points and providing feedback to a peer during the class period is worth 10 points. Third, the completed final paper (12-15) is due by **5:00pm on Sunday,** **December 6**. The final paper submission is worth 50 points.

**Evaluation**:

Participation/Discussion Questions --------------------------------------------------------- 5 points each (60 points total)

Seminar Lead ----------------------------------------------------------------------------------- 45 points each (90 points total)

Social Justice Project -------------------------------------------------------------------------- 100 points

Final Paper ---------------------------------------------------------------------------------------100 points

**TOTAL ------------------------------------------------------------------------------------------ 350 POINTS**

Course requirements total to 355 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 make exceptions to my late work policy, for example, in the event of an emergency.

Attendance Policy: **This course is being offered in a “blended” format. Much of the course will be offered using both synchronous (Zoom) and asynchronous online formats (Canvas). However, we may also meet in-person later in the course, assuming that circumstances related to the COVID-19 pandemic are conducive to doing so. If such is the case, the meeting dates will be provided at least two weeks in advance.** Attendance is required. Students are expected to attend all class meetings. **Students are expected to have their video on for the entire duration of the class meeting time.** You are expected to be in class and to be prepared. Seminar courses such as this one requires 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 after the first one. 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. 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 a ¾-1 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.**

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.