**COUN 8250**

Colloquium in

Counseling Psychology III

***Fall 2022***

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

**College of Education**

Instructor Information:

**Latifat Cabirou, PhD**

**Assistant Professor**

**2060 Haley Center**

**LOC0005@auburn.edu**

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Office Hours:

**by appointment via**

[calendly.com/cabirou](https://calendly.com/cabirou)

**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 (3 semester hours)**

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

**University: Auburn University**

**Prerequisites: 2nd year doctoral student: Auburn University COP**

**Instructor: Latifat Cabirou, PhD**

**Contact Info: 2060 Haley (mail: 2084); LOC0005@auburn.edu**

**Class Meeting: Thursdays 1:00-3:50pm in Haley 1221**

**2. Date Syllabus Prepared:** July 2020; Revised August 2021; August 2022

**3. Required Readings:**

Please note: Additional readings will be added over the course of the semester as needed, based on the discretion of the instructor, to facilitate students’ learning.

**Textbook:**

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.

**Additional Readings:**

Week 3

Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and social psychology review*, *2*(3), 196-217.

Week 4

Chu, J., Maruyama, B., Batchelder, H., Goldblum, P., Bongar, B., & Wickham, R. E. (2020). Cultural pathways for suicidal ideation and behaviors. *Cultural Diversity & Ethnic Minority Psychology*, *26*(3), 367–377. <https://doi.org/10.1037/cdp0000307>

Sirin, S. R., & Katsiaficas, D. (2011). Religiosity, discrimination, and community engagement: Gendered pathways of Muslim American emerging adults. *Youth & Society, 43*, 1528-1546. doi: 10.1177/0044118X10388218

Week 5

Neville, H. A., Oyama, K. E., Odunewu, L. O., & Huggins, J. G. (2014). Dimensions of Belonging as an Aspect of Racial-Ethnic-Cultural Identity: An Exploration of Indigenous Australians. *Journal of Counseling Psychology*, *61*(3), 414–426. https://doi.org/10.1037/a0037115

Week 6

Hardin, E. E., Robitschek, C., Flores, L. Y., Navarro, R. L., & Ashton, M. W. (2014). The cultural lens approach to evaluating cultural validity of psychological theory. *American Psychologist*, *69*(7), 656.

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.

Week 9

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative psychology*, *4*(1), 2.

1Wiley. (n.d.). *Step by step guide to reviewing a manuscript.* Retrieved from <https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html>

2Wiley. (n.d.). *Seven top tips for reviewing a clinical manuscript.* Retrieved from <https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/tips-for-reviewing-a-clinical-manuscript.html>

Week 12

The Writing Center, University of North Carolina at Chapel Hill.

<https://writingcenter.unc.edu/tips-and-tools/conference-papers/>

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

**4. Course Description:**

This course provides advanced education and 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
5. Articulate the advantages and limitations of various research designs
6. Design research studies using appropriate research designs in a manner that limits threats to validity and answers the research questions of interest.
7. **Course Content** **and Schedule:**

The 3-hour credit for this course will be made up of the following weekly activities: 2-hours spent in class meeting, and 1-hour spent in your research lab. The basic course content and schedule for our weekly 2-hour class meetings is outlined below and in the course requirements section. This is subject to change based upon the learning needs of the class.

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| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Aug 18 | Course Overview.  Schedule Presentation Assignments. |  |  |
| 2 | Aug 25 | Preparing for Research Project and Selecting Topic | H & H Chapter 1 & 2 |  |
| 3 | Sept 1 | Reviewing Literature and Formulating Research Question and Hypotheses | H & H Chapter 4, 5, and 6  Kerr, 1998 |  |
| 4 | Sept 8 | Research Methods: Quantitative Methods | H &H Chapter 7 & 12  Chu et al., (2020)  Sirin & Katsiaficas (2011) |  |
| 5 | Sept 15 | Research Methods: Qualitative Methods | H & H Chapter 8 & 13  Neville et al., (2014) | Research Topic Presentations 1, 2, & 3 |
| 6 | Sept 22 | Validity Issues in Research Design | Hardin et al., (2014)  Heppner et al., (2016) | Research Topic Presentations 4 & 5 |
| 7 | Sept 29 | Professionalism in Research | H & H Chapter 11 | Literature Review |
| 8 | **Oct 6** | **FALL BREAK** | | |
| 9 | Oct 13 | Reviewing Research to Strengthen Your Work  Article Reviews | Wiley (n.d.)1  Wiley (n.d.).2  Levitt et al., (2017) | Midterm Log |
| 10 | Oct 20 | Making the Data Sing: Discussions | H & H Chapter 14 | Article Reviews |
| 11 | Oct 27 | Selecting Journals/Submitting for Publication in Journals | H & H Chapter 15 |  |
| 12 | Nov 3 | Submitting for Conference Presentation | Adler, 2010  The Writing Center (n.d.) |  |
| 13 | Nov 10 | Research Presentations |  | Research Presentation 1, 2, & 3 |
| 14 | Nov 17 | Research Presentations |  | Research Presentation 4, 5  Conference Submissions |
| 15 | **Nov 24** | **THANKSGIVING BREAK** | | |
| 16 | Dec 1 | Wrap Up |  | Final Hours Log  Research Supervisor Evaluation |

1. **Course Requirements/Evaluation:**

A. Research Topic Presentations (20 points): Through consultation with your research supervisor, you will select a topic relevant to the research being conducted in your research lab that you plan to prepare for conference submission. You will then conduct a brief (15-20 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. You will select your presentation dates during the first week of class.

B. Literature Review (25 points): You will write a brief literature review (5-8 pages) in the style of the introduction section to a manuscript. This will require you to survey the research relevant to the topic under investigation and present the research in a manner that demonstrates the need for the specific research study you are conducting in your research lab. You will end the literature review with the research questions and hypotheses being tested in your research study. This assignment is due on **September 29.**

C. Research Article Review (30 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 the information below. This assignment is due on **October 20.**

1. A general overview of the article. (5 points)
2. A response to each of the questions below (10 points):
   1. What are the research questions and/or hypotheses? To what extent are the questions/hypotheses clearly specified?
   2. What is the research design?
   3. How are the variables operationalized and measured?
   4. To what extent are the measures/manipulations reliable and valid? Justify your assessment.
   5. In considering the cultural lens approach, do you see any issues with cultural validity of the underlying theory, operationalized variables, and/or manipulations? Explain.
   6. How well are threats to validity minimized? What threats to validity remain? Give specific examples.
   7. How representative is the sample of the population of interest?
   8. What are the statistical analyses used to answer the research questions/test the hypotheses? Do the analyses match the research questions? (Note: only analyses connected to the research questions need to be addressed).
   9. What are the results?
   10. Are the conclusions/implications covered in the discussion warranted by the results?
3. Explain specific critiques, along with information you would require the author to “revise and resubmit”. (5 points)
4. 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. (5 points)
5. Aspects of the review that have illuminated validity issues in your own research work. (5 points)

D. 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). This assignment is due on November 17.

E. 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 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) ways you addressed validity issues in your research design, 5) results or preliminary data (if available), and 6) how you envision this topic relating to your future scholarship (e.g., dissertation). The duration of your presentation should be 25-30 minutes. You will select your presentation dates during the first week of class.

F. Participation in Research Lab (75 points): Except in the case of changes approved by the instructor and research lab supervisors, you will continue to participate in the research lab from Colloquium I and II. This includes attendance and participation at weekly lab meetings, completion of research tasks assigned by the research supervisor, and involvement in at least one specified lab research project (this project can be the one used for your research presentation and conference submission).

1) Mid-Term Hours Log (25 points): You are required to submit an accurate and sufficiently detailed record of your research hours completed between Week 1 and Week 7 (minimum of 10 hours). Use the Research Hours Log provided on Tevera to complete this assignment. This log must be signed by your research lab supervisor and submitted **no later than Thursday, October 13**.

2) Final Hours Log (25 points): You are required to submit an accurate and sufficiently detailed record of your research hours completed over the course of the semester. A passing grade in the course requires a minimum of 40 hours during the semester. Use the Research Hours Log provided via Tevera to complete this assignment. This log must be signed by your research lab supervisor **no later than December 8.**

3) Research Supervisor Evaluation (25 points): Your research lab supervisor will complete an evaluation of your performance as a research lab member. The form is available on Tevera. 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 via Tevera **no later than December 8.**

**Overall Course Evaluation**:

Research Topic Presentation ---------------------------------------------------------- 20 points

Literature Review ---------------------------------------------------------------------- 25 points

Research Article Review -------------------------------------------------------------- 30 points

Conference Submission ---------------------------------------------------------------- 20 points

Research Presentations ---------------------------------------------------------------- 30 points

Participation in Research Lab --------------------------------------------------------- 75 points

Total 200 points

As described above, course requirements total to 200 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A = 90-100%  
B = 80-89.9%  
C = 70-79.9%

D = 60-69.9%

F = 0-59.9%

**8. Class Policy Statements:**

Canvas: All course assignments will be submitted via Canvas. Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in the Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc. For students new to Canvas, visit this link for a 7 minute tutorial on using Canvas [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.

Face Coverings: Auburn University permits individual faculty members to require face coverings in their classrooms. Students in this class are encouraged, but not required to wear face coverings that appropriately cover the nose and mouth to limit the spread of infectious disease. This policy may change during the semester and is subject to the instructor’s discretion. Failure to comply with the requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

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: Attendance is required. Students are expected to attend all class meetings**.** 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 participation point for the excused absence can be made up by writing a 1page (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 submitted to the instructor 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. The best way to schedule an appointment with me is via [calendly.com/Cabirou](http://calendly.com/Cabirou) You can also see me after class to meet briefly. 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 (e.g. COVID-19 or Monkey Pox outbreak), 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.