**COUN 8400**

Professional Seminar in Counseling Psychology

***Fall 2024***

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

**College of Education**

Instructor Information:

**Chenetra D. Buchannon, Ph.D.**

**Visiting Assistant Professor**

**2084-G Haley Center**

**cdb0015@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: Chenetra D. Buchannon, PhD**

**Contact Info: 2084-G Haley (mail: 2084); cdb0015@auburn.edu**

**Class Meeting: Wednesdays 1:00-3:50pm**

**2. Date Syllabus Prepared:** 8/2014; revised 8/2016; 8/2020, 8/2022, 8/2024

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

Gottlieb, L. (2019). *Maybe you should talk to someone: a therapist, her therapist, and our lives revealed.* Boston: Houghton Mifflin Harcourt.

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). Readings assigned for each week are expected to be completed before the class time.

**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. 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. Demonstrates knowledge of consultation models and practices, and respect for the roles and perspectives of other professions
9. Describe the role of psychologist-as-consultant and understand how consultation work provides an opportunity for broad impacts
10. Articulate the ways in which preventative efforts can positively influence targeted populations
11. 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), and *Maybe You Should Talk to Someone,* 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 (8/21): Overview and Introduction to the Class

Week 2 (8/28): Foundations of Counseling Psychology

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

Horne, A. M. (2014). We’ve been great places, we will go to even greater places: 2013 presidential address. *The Counseling Psychologist*, 42(1), 124–138. https://doi.org/10.1177/0011000013513306

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

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

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.

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.

Hsiu-Lan Cheng, Kim, H. Y., Reynolds, T. C. J. D., Tsong, Y., & Joel Wong, Y. (2021). COVID-19 anti-Asian racism: A tripartite model of collective psychosocial resilience. *American Psychologist*, *76*(4), 627–642.

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 (9/11): 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 & Relative Efficacy of Psychotherapy, Comparative Outcome Research

**Assignment:** **Written description of intended social justice advocacy project due by the start of class.**

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.

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.

McLean, S. A., Booth, A. T., Schnabel, A., Wright, B. J., Painter, F. L., & McIntosh, J. E. (2021). Exploring the Efficacy of Telehealth for Family Therapy Through Systematic, Meta-analytic, and Qualitative Evidence. *Clinical Child & Family Psychology Review*, *24*(2), 244–266. https://doi-org.spot.lib.auburn.edu/10.1007/s10567-020-00340-2

Poon, J., Galione, J. N., Grocott, L. R., Horowitz, K. J., Kudinova, A. Y., & Kim, K. L. (2022). Dialectical behavior therapy for adolescents (DBT-A): Outcomes among sexual minorities at high risk for suicide. *Suicide & life-threatening behavior*, *52*(3), 383–391. https://doi.org/10.1111/sltb.12828.

Week 6 (9/25): The Role of the Therapist in Counseling Process and Outcome

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

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

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.

Week 7 (10/2) **NO CLASS:** Graduate Student Training in Counseling Psychology

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>

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>

Tarrasch, R. (2015). Mindfulness Meditation Training for Graduate Students in Educational Counseling and Special Education: A Qualitative Analysis. *Journal of Child & Family Studies*, *24*(5), 1322–1333. https://doi-org.spot.lib.auburn.edu/10.1007/s10826-014-9939-y

Week 8 (10/9): Reflection on Graduate Student Training Experience

Gottlieb, L. (2019). *Maybe you should talk to someone: a therapist, her therapist, and our lives revealed.* Boston: Houghton Mifflin Harcourt.

Week 9 (10/16): Attending to Intersectionality in Counseling Psychology

**Assignment: Research 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 (10/23): Processes and Outcomes in Group Therapy

Burlingame, G. M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group dynamics: Theory, research, and practice*, *7*(1), 3.

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

Kivlighan III, D. M., Drinane, J. M., Tao, K. W., Owen, J., & Liu, W. M. (2019). The detrimental effect of fragile groups: Examining the role of cultural comfort for group therapy members of color. *Journal of counseling psychology, 66 (6), 763-770*

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. 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

Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of counseling psychology*, *60*(4), 557.

Kim, B. S., Li, L. C., & Liang, T. H. (2002). Effects of Asian American client adherence to Asian cultural values, session goal, and counselor emphasis of client expression on career counseling process. *Journal of Counseling Psychology*, *49*(3), 342.

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

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

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

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

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.

Week 13 (11/3): Peer Review of Draft Research Papers

**Research paper outline and 7+ page draft research paper due by the start of class.**

Guest speaker on peer reviews

Week 14 (11/20): Practice-Based Evidence in Psychology

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

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

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.

Week 15 (11/27): **Thanksgiving Break -NO CLASS**

Week 16 (12/4): Specific Applications of Advocacy, Prevention, and Consultation

**Assignment: Research 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

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/10.1177/0011000019843506>

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.

Week 17 (12/11): **Finals Week- NO CLASS**

**Assignment: Social justice project hours log and reflection paper due by 1pm.**

**7. Course Requirements and Evaluation:**

Course Requirements:

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. Your responses to each assignment should reflect these expectations. ***The content of this course is a key program competency; therefore, students must receive a passing grade of C or better to meet this program competency.***

1. **Participation/Discussion Questions****(60 points total):**Each student is expected to read the assigned readings every week and prepare two discussion questions based on the readings. Each question should be a synthesized question from one or more readings. Your questions should reflect your evaluative understanding of the readings. The questions should be submitted to Canvas by 12 pm on the Tuesday before class meets. Students should also bring the questions to class and present them during the class discussions.
2. **Seminar Lecture and Discussion Lead****(50 points)**:

Each student will select one topic and lead a one and a half-hour class lecture and discussion. 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 as necessary to develop sufficient expertise to provide a lecture and lead the class discussion. If the presenter wants students to read additional literature, he/she should provide the additional readings by the Friday before the class. You are encouraged to be creative in how you present the lecture and lead the discussion.

1. **Social Justice/Advocacy Project** **(100 points total**): Principles of social justice and advocacy are foundational to the field of counseling psychology. 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, climate change, etc.). This project will be done in groups, and 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 18**. 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 **4pm on Wednesday, December 11.** Students should be prepared to discuss their projects on the final day of class. A grading rubric is available on Canvas.

***\*Please note that this Social Justice Advocacy Project is a key competency area for the counseling psychology program. Therefore, students must receive a grade of 80% or higher on each of the three assignments of the Social Justice Advocacy Project to meet the minimum level of achievement in this competency area.***

1. **Research 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. You may also select a topic that examines the social injustice associated with your social justice project. 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 cited below 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 12**. This outline is worth **10 points**. Second, students will submit a draft of their final paper that is at least 7 pages of text (double-spaced) for peer review. This draft is due by the start of class on **November 9**. That class date is reserved for peer review of these drafts, so students need to bring a hard copy of their draft and outline, 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 (9-11 pages; 2 points will be deducted for each page over 11) is due by **the start of class on Wednesday,** **November 30**. The final paper submission is worth **50 points.**

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.

**Grading and Evaluation Procedures**:

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

Seminar Lead -------------------------------------------------------------------------------- 50 points

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

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

**TOTAL ---------------------------------------------------------------------------------------310 POINTS**

Course requirements total **310 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 80-89.9%

C 70-79.9%

D 60-69.9%

F 59.9% or lower

**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 your AU email. 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.