**COUN 8240**

Colloquium in Counseling Psychology II

***Spring 2018***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

**Assistant Professor**

**2068 Haley Center**

**mac0084@auburn.edu**

**334-844-7601**

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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 8240 (2 semester hours)**

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

**University: Auburn University**

**Prerequisites: COUN 8230**

**Instructor: Marilyn A. Cornish, PhD, LP**

**Contact Info: 2068 Haley (mail: 2084); mac0084@auburn.edu; 334-844-7601**

**Class Meeting: Thursdays 1:00-2:50pm in 1221 Haley Center**

**2. Date Syllabus Prepared:** January 2018

**3. Required Readings:**

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285. doi: 10.1037/0003-066X.61.4.271

D’Amico, E. J., Hunter, S. B., Miles, J. N. V., Ewing, B. A., & Osilla, K. C. (2013). A randomized controlled trial of a group motivational interviewing intervention for adolescents with a first time alcohol or drug offense. *Journal of Substance Abuse Treatment, 45*, 400-408. doi: 10.1016/j.jsat.2013.06.005

Dell, D. M., Schmidt, L. D., & Meara, N. M. (2006). Applying for approval to conduct research with human participants. In F. T. L. Leong, & J. T. Austin (Eds.), *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed., pp. 173-185). Thousand Oaks, CA: Sage.

Forbes, D., Lloyd, D., Nixon, R. D. V., Elliot, P., Varker, T., Perry, D., Bryant, R. A., & Creamer, M. (2012). A multisite randomized controlled effectiveness trial of cognitive processing therapy for military-related posttraumatic stress disorder. *Journal of Anxiety Disorders, 26*, 442-452. doi: 10.1016/j.janxdis.2012.01.006

Ladouceur, R., Dugas, M. J., Freeston, M. H., Léger, E., Gagnon, F., & Thiboodeau, N. (2000). Efficacy of a cognitive-behavioral treatment for generalized anxiety disorder: Evaluation of a controlled clinical trial. *Journal of Consulting and Clinical Psychology, 68*, 957-964. doi: 10.1037//0022-006X.68.6.957

Rothbaum, B. O., Anderson, P., Zimand, E., Hodges, L., Lang, D., & Wilson, J. (2006). Virtual reality exposure therapy and standard (in vivo) exposure therapy in the treatment of fear of flying. *Behavior Therapy, 37*, 80-90. doi: 10.1016/j.beth.2005.04.004

Simpson, H. B., Foa, E. B., Liebowitz, M. R., Huppert, J. D., Cahill, S., Maher, M. J., … & Campeas, R. (2013). Cognitive-behavioral therapy vs risperidone for augmenting serotonin reuptake inhibitors in obsessive-compulsive disorder: A randomized clinical trial. *JAMA Psychiatry, 70*, 1190-1198. doi: 10.1001/jamapsychiatry.2013.1932

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.

Task Force on Promotion and Dissemination of Psychological Procedures (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist, 48*, 3-23.

Tolin, D. F., McKay, D., Forman, E. M., Klonsky, E. D., & Thombs, B. D. (2015). Empirically supported treatment: Recommendations for a new model. *Clinical Psychology: Science and Practice,* *22*, 317-338. doi: 10.1111/cpsp.12122

Toth, S. L., Rogosch, F. A., Oshri, A., Gravener-Davis, J., Sturm, R., & Morgan-López, A. A. (2013). The efficacy of interpersonal psychotherapy for depression among economically disadvantaged mothers. *Development and Psychopathology, 25*, 1065-1078. doi: 10.1017/S0954579413000370

**4. Course Description:**

*Catalog Description:* This course provides continued training in the conduct of counseling psychology research and provides opportunities to demonstrate an ability to evaluate psychotherapy research in order to achieve readiness for practicum in research skills.

**5. Course Objectives:**

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

1. Apply knowledge of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct as it pertains to the development of research studies;
2. Work as a research team to formulate research questions and develop research studies to answer those questions;
3. Complete a Protocol Review Form for the Institutional Review Board;
4. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels;
5. Critically evaluate published research, including clinical trials of psychotherapy interventions;
6. Understand the role of empirically-supported treatments in evidence-based psychotherapy practice; and
7. Identify empirically-supported treatment options for common psychological disorders.

**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 or other unexpected events. Articles/chapters listed in the Readings column are to be read prior to the class meeting for that week.

|  |  |  |
| --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS |
| Jan 11 |  |  |
| Jan 18 | How to Develop an IRB Proposal | Dell et al. (2006)  Sternberg & Sternberg (2012) |
| Jan 25 | Writing an Introduction Section of a Manuscript |  |
| Feb 1 | Empirically Supported Treatments (ESTs) | Task Force (1995) |
| Feb 8 | ESTs, cont. |  |
| Feb 15 | Integration of Research and Practice | Tolin et al (2015) |
| Feb 22 | Interpersonal Psychotherapy (IPT) for Major Depressive Disorder | Toth et al. (2013) |
| Mar 1 | Cognitive-Behavioral Therapy (CBT) for Generalized Anxiety Disorder | Ladouceur et al (2000) |
| Mar 8 | Lit Reviews due |  |
| Mar 15 | SPRING BREAK |  |
| Mar 22 | Cognitive Processing Therapy (CPT) for Post-Traumatic Stress Disorder | Forbes et al (2012) |
| Mar 29 | Exposure and Response Prevention (ERP) for Obsessive-Compulsive Disorder | Simpson et al (2013) |
| April 5 | Exposure Therapy for Specific Phobias | Rothbaum et al (2006) |
| April 12 | Motivational Interviewing (MI) for Substance Use Disorders | D’Amico et al (2013) |
| April 19 | Implications of the EST Literature for Counseling Practice | APA Task Force (2006) |
| April 26 | Discussion of IRB proposals |  |
| May 3 | No Class: Finals Week |  |

**7. Course Requirements/Evaluation:**

Course Requirements:

A. Literature Review (20 points): Through consultation with your research supervisor, you will select a topic relevant to the research being conducted in your research lab. You will then write a brief literature review (3-6 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 a specific research study on the topic. This is due on Canvas by **3:00pm on Thursday, March 8th** and should also be submitted to your research supervisor.

B. Empirically Supported Treatment (EST) Presentation (40 points): From among the options listed in the syllabus, you will select an empirically supported treatment approach for a specific psychological disorder. Then, on the date that EST is listed in the syllabus, you will give a presentation to the class that covers 1) how the EST conceptualizes development of the disorder, 2) the theorized specific therapeutic ingredients for change according to the EST, and 3) an overview of the manualized treatment that includes at least one class activity to become familiarized with unique aspects of the treatment. The presentation and any accompanying activities should last 30-40 minutes. When researching your selected EST, the following website is a great place to start: <https://www.div12.org/psychological-treatments/>

C. Article Questions (2 points each, 12 points total): Each week that empirically-supported treatment (EST) articles are discussed, you are required to submit 2 questions about each article that will help to facilitate the discussion that day. Questions should demonstrate that the articles have been read and reflected upon and can focus on 1) the theory underlying the research question(s), 2) the study design, 3) the study results, and/or 4) implications for counseling psychology practice. Questions should be submitted on Canvas **no later than 2 hours (11:00am) before the start of class** the day the articles are to be discussed.

D. IRB Proposal (30 points): You are required to complete an Institutional Review Board (IRB) Protocol Review Form for a research study that will be or could be conducted by you in your research lab. You should consult with your research supervisor in selecting the research study for which you will complete the proposal. The completed protocol (without accompanying materials) should be submitted on Canvas no later than **1:00pm on Thursday, April 26th**.

E. Participation in Research Lab: 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. 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.

1) Mid-Term Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed between Week 1 and Week 7. Use the Research Hours Log provided on Canvas to complete this assignment. This log must be initialed (for Weeks 1-7) by your research lab supervisor. You should turn in a scanned version of the initialed copy to Canvas no later than **1:00pm on Thursday, March 1st**.

2) Final Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed over the course of the semester. A Satisfactory grade in the course requires a minimum of 40 hours during the semester. Use the Research Hours Log provided on Canvas to complete this assignment. This log must be signed by your research lab supervisor. You should turn in a scanned version of the signed copy to Canvas no later than **Thursday, May 3rd at 1:00pm**.

3) Research Supervisor Evaluation: Your research lab supervisor will complete an evaluation of your performance as a research lab member. The evaluation form is available on Canvas. You complete the first part of the form electronically and then email it to your supervisor for completion of the rest of the form. Ask your supervisor to 1) print the completed form, 2) sign his/her name next to their typed name at the top of the form, and 3) return the signed form to you. You will then sign your name next to your typed name at the top of the form as well. Then scan the form for upload to Canvas. The completed and signed evaluation form is due on Canvas no later than **Thursday, May 3rd at 1:00pm**. 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.

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;
* Evaluation from your research supervisor that indicates “Ready for Practicum” across each of the rated domains;
* Accurate submission of semester research hours with a minimum of 40 hours;
* No indication of behavior that violates APA ethical standards as it relates to the student’s research lab participation.

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

**8. Class Policy Statements:**

Late Work Policy: It is expected that you have completed all assignments by the due date and time. Failure to turn an assignment in on time will result in unsatisfactory completion of that course requirement, and in many instances would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: Class attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will 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 pre-practicum course designed to teach knowledge and skills related to the scientist-practitioner model of counseling psychology, only students enrolled in the counseling psychology doctoral program are eligible to take this course.