**COUN 8260**

Colloquium in Counseling Psychology IV

***Spring 2019***

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

**College of Education**

Instructor Information:

**Evelyn Hunter, PhD, LP**

**Assistant Professor**

**2052 Haley Center**

**Eac0006@auburn.edu**

**334-844-7608**

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Office Hours:

**by appointment**

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



**SYLLABUS**

**1. Course Number: COUN 8260 (2 semester hours)**

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

**University: Auburn University**

**Prerequisites: COUN 8250**

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

**Contact Info: 2052 Haley (mail: 2084); eac0006@auburn.edu; 334-844-7608**

**Class Meeting: TBD**

**2. Date Syllabus Prepared:** 4/2017

**3. Required Readings:**

Jolivétte, A. J. (2015). *Research justice: Methodologies for social change*. Bristol, England: Policy Press.

Required Resources:

[www.solidarityresearch.org](http://www.solidarityresearch.org)

[www.datacenter.org](http://www.datacenter.org) (Specifically, the Research Toolkits)

**4. Course Description:**

*Catalog Description:* This course provides advanced training in the development, conduct, and dissemination of social justice-oriented research and provides opportunities to demonstrate an ability to integrate concepts of equity and justice in the contribution to meaningful scholarship in Counseling Psychology.

**5. Course Objectives:**

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

1. Systematically integrate aspects of social justice, equity, and social change into research areas, methodologies, and dissemination of work
2. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels
3. Prepare and submit manuscript with research team
4. Critically evaluate empirical literature with a dual lens toward traditional scientific methods and equity and justice in the research

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS | DUE |
| Jan 14 - Jan 28th | Syllabus Overview. Introduction to Social Justice Methodology. A Review of Us. De-centering our Academic Experience. |  |  |
| Feb 4 -Feb 11th | Research Justice | Chap 1-2 | Discussant 1&2 |
| Feb 18 –Feb 25th | Research Boundaries in Justice-Oriented Work. Integrating Social Justice Discussions. | Chap 3 | Discussant 3  Integrating SJ into my Work |
| Mar 4  Spr Brk | Ethnography | Chap 4 | Discussant 4  Midterm Log Due |
| Mar 18- Mar 25th | Archival Theory. SJ Article Review Presentations. | Chap 5 | Discussant 5  SJ Article Review |
| April 1 – April 8th | Challenging the Status Quo. SJ Article Review Presentations (continued). | Chap 6 | Discussant 6 |
| April 15th | Manuscript Presentations |  | Manuscript Presentations/ Submissions Due |
| April 22 | Manuscript Presentations (cont). |  | Final Hours Log / Research Supervisor Evaluation |

**7. Course Requirements/Evaluation:**

1. Class Discussant (10 points): On the day assigned, each student will discuss the chapter reading for the day assigned. During the discussion, you will:
   1. Provide an overview of the chapter
   2. Identify any specific methodologies, skill sets, or knowledge pieces to gain from the chapter
   3. Engage the class with 2-3 discussion questions OR an activity related to the reading
2. Integrating Social Justice into my Work (20 points): Through consultation with your research supervisor, you will think critically about the ways you can incorporate equity and justice in your research (***note*** *– incorporation of equity and justice goes beyond research ON or ABOUT – it is research WITH, it is a centering of a different perspective, whether methodologically or via audience*). You will:
3. Write (1-2 pages, double spaced) about various ways you can incorporate social justice into your existing research
   1. In this section it is expected you will utilize the literature (both in and out of our field), course textbook, and perhaps web resources provided to identify various methods AND support the ways in which this shifts your research area toward equity.
   2. Cite your sources and provide a reference page (in other words, this should not be just a reflection of what you deem would add equity – you should seek and find methods and existing knowledge of folks currently engaged in research justice)
4. Share (1/2-1 page, double spaced) one (1) action-oriented step you will take immediately to incorporate social justice in a current research project you are contributing to
   1. Identify the steps you will need to make this change a reality (i.e. this should be a feasible step that you plan to implement)
   2. Create a timeline for this change to your research plan
5. Share (1/2 page, double spaced) one (1) action-oriented step you will take to advocate the incorporation of social justice in your research lab.
   1. Identify the steps your research lab will need to make this change a reality
6. Present your SJ integration to the class.
7. Social Justice Article Review (20 points): You are to select a report/article from [www.solidarityresearch.org](http://www.solidarityresearch.org) that interests you. Your review paper will include: 1) a general overview of the article, 2) an outline of the specific methodologies that would be considered “mainstream”, 3) areas of the article that demonstrate equity and justice in methodology, populations, results and interpretation, and 4) aspects of the review that have illuminated issues in your own research work (including what the issues are and how you might rectify them). You will develop a short (15 min) powerpoint and present each of these four components in class. *\*Note\* Your presentation will be cut at 15 min, so please time yourself and practice staying within the time allotted.*
8. Manuscript Submission (30 points): It is expected that your ongoing participation in your research lab will result in your work being submitted for publication. You authorship contribution can be at any level, but it will need to be “submission ready” to meet the requirements of this course (you can use manuscripts prepared in previous semesters with the permission of the course instructor). To meet this requirement, you need to submit the following:
   1. A copy of the manuscript with authorship page
   2. Proof of manuscript submission (or at minimum a signed note from the first author (or research supervisor if you are first author) that the manuscript is submission ready).
   3. An Authors Contribution Write up (see Canvas for details)
9. Manuscript Presentations (20 points): You are required to develop and present (20 min) on the manuscript you will submit. Specifically, your manuscript presentation should include 1) a brief overview of the manuscript AND the authors contribution form, 2) how the work incorporates equity and justice, 3) a critical evaluation of how the work does not incorporate equity and justice, and 4) how you envision this topic relating to your future scholarship (e.g. dissertation). *\*Note\* Your presentation will be cut at 20 min, so please time yourself and practice staying within the time allotted.*
10. 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 III. 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 any course components).

* 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 signed by your research lab supervisor. You should submit a scanned version of the signed copy to Canvas no later than the start of class in Week 8.
* 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 submit a scanned version of the signed copy to Canvas no later than the final period date/time in Finals Week.
* Research Supervisor Evaluation: Your research lab supervisor will complete an evaluation of your performance as a research lab member. The form to be used is available on hard copy and will be emailed to your research supervisor as a Qualtrics link. 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 in Qualtrics no later than the final period date/time in Finals Week.

**Evaluation:**

This course uses Satisfactory/Unsatisfactory grading. Your evaluation will depend on your performance on class assignments and your performance as a student researcher in your selected research lab. A key ingredient in your course grade will be the evaluation completed by your research supervisor near the end of the semester.

A grade of satisfactory in the course requires all of the following:

* A mean score of 80% or higher across the point-based assignments in the Course Requirements;
* No more than 1 unexcused absence from class meetings;
* No more than 1 unexcused absence from research lab meetings;
* Accurate submission of semester research hours with a minimum of 40 hours;
* No indication of behavior that violates APA ethical standards as it relates to the student’s research lab participation.
* Research Competency Evaluation from your research supervisor that indicates performance “Consistent with Some Prior Research Experience” across each of the rated domains

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

**8. Class Policy Statements:**

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

Attendance Policy: Class attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In order for an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach knowledge and skills related to the scientist-practitioner model of counseling psychology, only students enrolled in the counseling psychology doctoral program are eligible to take this course.