**COUN 8240**

Colloquium in Counseling Psychology II

***Spring 2019***

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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**

**Course Term: Spring 2021**

**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: Fridays 9:30-11:20am in 1212 Haley Center (some via Zoom)**

**2. Date Syllabus Prepared:** January 2018, updated Jan 2019, Jan 2021

**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

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.

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

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

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.

Kazdin, A. E. (2017a). *Research design in clinical psychology* (5th ed.). Chapter 5: Experimental research using groups. Boston, MA: Pearson.

Kazdin, A. E. (2017b). *Research design in clinical psychology* (5th ed.). Chapter 6: Control and comparison groups. Boston, MA: Pearson.

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

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

Westra, H. A., Constantino, M. J., & Antony, M. M. (2016). Integrating motivational interviewing with cognitive-behavioral therapy for severe generalized anxiety disorder: An allegiance-controlled randomized clinical trial. *Journal of Consulting and Clinical Psychology, 84*, 768-782. http://dx.doi.org/10.1037/ccp0000098

**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 experimental research designs and confounds in research;
7. Understand the role of empirically-supported treatments in evidence-based psychotherapy practice; and
8. 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 | DUE |
| Jan 15 | Course Overview  Research Goal Setting |  |  |
| Jan 22 | Empirically Supported Treatments (ESTs)  Integration of Research and Practice | Task Force (1995)  Tolin et al (2015) |  |
| Jan 29 | Experimental Designs | Kazdin 2017a |  |
| Feb 5 | Control and Comparison Groups | Kazdin 2017b |  |
| Feb 12 | NO CLASS: Applicant Interviews | -- | -- |
| Feb 19 | Addressing Confounds | Heppner et al (2016) |  |
| Feb 26 | How to Develop an IRB Proposal  Writing an Introduction Section of a Manuscript | Dell et al. (2006)  Sternberg & Sternberg (2012) |  |
| Mar 5 | Cognitive Processing Therapy (CPT) for Post-Traumatic Stress Disorder | Forbes et al (2012) | Forbes et al ?s (3/4 @ 11:59pm) |
| Mar 12 | Interpersonal Psychotherapy (IPT) for Major Depressive Disorder | Toth et al. (2013) | Toth et al ?s (3/11 @ 11:59pm) |
| Mar 19 | Motivational Interviewing (MI) for Substance Use Disorders | D’Amico et al (2013) | D’Amico et al ?s (3/18 @ 11:59pm) |
| Mar 26 | Cognitive-Behavioral Therapy (CBT) for Generalized Anxiety Disorder (cognitive restructuring & applied relaxation) | Westra et al (2016) | Westra et al ?s (3/26 @ 11:59pm) |
| Apr 2 | Exposure and Response Prevention (ERP) for Obsessive-Compulsive Disorder | Simpson et al (2013) | Simpson et al ?s (4/1 @ 11:59pm) |
| April 9 | Independent work on IRB proposal | -- | -- |
| April 16 | Implications of the EST Literature for Counseling Practice  Discussion of IRB proposals | APA Task Force (2006) | IRB Proposal (Thurs 4/15 at 11:59pm) |
| April 23 | NO CLASS: University Study Day |  |  |
| April 30 | No Class: Finals Week |  | Final Hours Log (4/28 5pm)  Supervisor Evaluation (4/29 5pm) |

**7. Course Requirements/Evaluation:**

Course Requirements:

A. 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/>

B. Article Questions and Confounds Reflection (3 points each, 15 points total): Each week that an empirically-supported treatment (EST) article is discussed, you are required to submit 2 questions about the article that will help to facilitate the discussion that day. Questions should demonstrate that the article has 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, or 4) implications for counseling psychology practice. In addition, for each article, students will submit a paragraph that addresses at least one confound of the experimental design, including an idea for how that confound could have been better addressed by the research design. Questions and reflections should be submitted on Canvas by **11:59pm the day before** the article is to be discussed in class.

C. IRB Proposal (30 points): You are required to complete an Institutional Review Board (IRB) Protocol Review Form (Expedited Review) 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 **Thursday, April 15 at 11:59pm**.

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) Weekly Research Hours Log: You are required to submit an accurate and sufficiently detailed record of your research hours completed each week (including time spent in lab meetings) using the Weekly Research Hours Log “assignments” in the Tevera course for COUN 8240. You are expected to complete the logs weekly by the day of the week established between you and your research lab supervisor. Your supervisor will review and sign off on your documentation within Tevera.

2) Semester Research Hours Log: Using the Weekly Hours Log documentation, you will complete a final summary of your research hours using the Semester Research Hours Log “assignment” in the Tevera course for COUN 8240. A Satisfactory grade in the course requires a *minimum of 40 hours* during the semester. This log must be completed with sufficient time for **your Supervisor to sign the log in Tevera no later than Wednesday, April 28 at 5:00pm.**

3) Research Supervisor Evaluation: Your research lab supervisor will complete an evaluation of your performance as a research lab member. This evaluation will be completed within Tevera and 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 Tevera no later than Thursday, April 29 at 5:00pm**

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 factor 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 supervision that indicates “Consistent with Beginning Doctoral Student Skill Level” or better.
* 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 conducted in your colloquium lab;
* 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:**

COVID Related Policies: Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). We are all responsible for protecting ourselves and our community. Please read about student expectations for Spring semester, including completing the daily [GuideSafe™ Healthcheck](https://ahealthieru.auburn.edu/). You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during in-class meetings to show your pass.** The below policies have been modified to address issues related to COVID-19 in addition to standard course policies.

Course Delivery Methods: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. This class is currently set in an In-Person Flexible format (most meetings will occur in person, some via Zoom to reduce exposure). In-person class periods will also include a link for Zoom participation for students who need to meet remotely. Students are asked to communicate in advance of they need to meet remotely to allow for adequate planning of the class period.

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).

Modifications to the above policy have been made to accommodate COVID related absences. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely for any reason. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

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.

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. **Face coverings are required for in-person meetings and on campus**. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Students should also observe appropriate **physical distancing** and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

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.