**COUN 8240**

Colloquium in Counseling Psychology II

***Spring 2025***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

**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 credit hours)**

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

**Course Term: Spring 2024**

**University: Auburn University**

**Prerequisites: COUN 8230**

**Instructor: Marilyn A. Cornish, PhD, Licensed Psychologist**

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

**Class Meeting: Wednesdays 4:00-5:50pm in Haley 3332**

**2. Date Syllabus Prepared:** January 2018, updated Jan 2019, Jan 2021, Jan 2023, Jan 2024, Jan 2025

**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

Carlucci, L., & Saggino, A., & Balsamo, M. (2021). On the efficacy of the unified protocol for transdiagnostic treatment of emotional disorders: A systematic review and meta-analysis. *Clinical Psychology Review, 87*, 101999. https://doi.org/10.1016/j.cpr.2021.101999

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

Grote, N. K., Lohr, M. J., Curran, M. C., & Cristofalo, M. (2021). Change mechanisms in brief interpersonal psychotherapy for women with perinatal depression: Qualitative study. *American Journal of Psychotherapy*, *74*(3), 112-118.

Hargons, C., Malone, N. J., Montique, C. S., Dogan, J., Stuck, J., Meiller, C., ... & Stevens-Watkins, D. (2022). Race-based stress reactions and recovery: Pilot testing a racial trauma meditation. *Journal of Black Psychology*, *48*(5), 645-677.

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.

Krebs, G., Murray, K., & Jassi, A. (2016). Modified cognitive behavior therapy for severe, treatment‐resistant obsessive‐compulsive disorder in an adolescent with autism spectrum disorder. *Journal of Clinical Psychology*, *72*(11), 1162-1173.

Pagano, A., Garcia, V., Recarte, C., & Lee, J. P. (2016). Sociopolitical contexts for addiction recovery: Anexos in U.S. Latino communities. *International Journal of Drug Policy*, *37*(1), 52-59.

Ruiz, F. J., Luciano, C., Flórez, C. L., Suárez-Falcón, J. C., & Cardona-Betancourt, V. (2020). A multiple-baseline evaluation of acceptance and commitment therapy focused on repetitive negative thinking for comorbid generalized anxiety disorder and depression. *Frontiers in Psychology*, *11*, 356.

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

Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling & Development*, *98*(3), 261-271.

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 and other research methods (e.g., mixed method, qualitative, case study, ethnographic, multiple-baseline) that add to the evidence base of psychotherapy practice;
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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| W | DATE | CLASS TOPIC/ACTIVITIES | READINGS | DUE |
| 1 | Jan 15 | Course OverviewResearch Goal Setting |  |  |
| 2 | Jan 122 | Empirically Supported TreatmentsIntegration of Research and Practice | Task Force (1995)Tolin et al (2015) |  |
| 3 | Jan 29 | How to Develop an IRB Proposal |  |  |
| 4 | Feb 5 | Experimental Designs | Kazdin 2017a |  |
| 5 | Feb 12 | Addressing Confounds in Research | Heppner et al (2016) |  |
| 6 | Feb 19 | Control and Comparison Groups | Kazdin 2017b | IRB project idea due |
| 7 | Feb 26 | Paradigms to Decolonize Therapy | Singh et al (2020) |  |
| 8 | Mar 5 | Research design, catch up day |  |  |
| 9 | Mar 12 | NO CLASS – SPRING BREAK | -- | -- |
| 10 | Mar 19 | Cognitive Processing Therapy (CPT) for Post-Traumatic Stress DisorderMixed Methods Research Example | Forbes et al (2012)Hargons et al (2022) | Forbes et al ?s (due @ 12:00pm) |
| 11 | Mar 26 | Interpersonal Psychotherapy (IPT) for Major Depressive DisorderQualitative Research Example | Toth et al. (2013)Grote et al (2021) | Toth et al ?s (due @ 12:00pm) |
| 12 | Apr 2 | Motivational Interviewing (MI) for Substance Use DisordersEthnographic Research Example | D’Amico et al (2013)Pagano et al (2016) | D’Amico et al ?s (@ 12:00pm) |
| 13 | April 9 | Cognitive-Behavioral Therapy (CBT) for Generalized Anxiety Disorder (must include cognitive restructuring & applied relaxation)Multiple-Baseline Evaluation Example | Westra et al (2016)Ruiz et al (2020) | Westra et al ?s (@ 12:00pm) |
| 14 | April 16 | Exposure and Response Prevention (ERP) for Obsessive-Compulsive DisorderCase Study Research Example | Simpson et al (2013)Krebs et al (2016) | Simpson et al ?s (@ 12:00pm) |
| 15 | April 23 | Implications of the EST Literature for Counseling Practice Unified Protocol for Transdiagnostic Treatment of Emotional Disorders | APA Task Force (2006)Carlucci et al (2021) | -- |
| 16 | April 30 | Discussion of IRB proposalsSemester Wrap-Up/Project Forecasting |  | IRB Proposal due |
| 17 | May 7 | No Class: Finals Week |  | Final Hours Log (5/7 @ 5pm)Supervisor Evaluation (5/7 @ 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) a brief overview of the DSM-5-TR criteria for the disorder, 2) how the EST conceptualizes development of the disorder, 3) the theorized specific therapeutic ingredients for change according to the EST, 4) an overview of a specific treatment manual for this EST, and 5) critical evaluation of the cultural responsiveness of the EST. The presentation should include at least one class activity that helps the audience become familiarized with unique aspects of the treatment from the client perspective. The presentation and accompanying activities should last 35-45 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 EST clinical trial 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 EST 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 in the clinical trial AND your assessment of how the second article assigned for the class period (focused on an alternate research method) addressed an identified confound in the clinical trial article. Questions and reflections should be submitted on Canvas **by 12:00noon** the day the article is to be discussed in class. Your questions and reflection will be visible to other students in the class. After you submit your assignment, you will be able to view other student’s responses.

C. IRB Proposal (30 points): You are required to complete an Institutional Review Board (IRB) Protocol Review Form (Exempt or 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. A brief description of the IRB study/plan is due on Canvas by the start of class on the date listed on the syllabus. The completed protocol (without accompanying materials) should be submitted on Canvas by the due date and time listed in the syllabus.

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 the due date and time listed in the syllabus.

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 by the due date and time listed in the syllabus.

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:**

Course Delivery Methods: This class is set in an in-person, on-campus format. If the delivery method is altered due to changing circumstances, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Those details will be shared via email as soon as any necessary changes are determined. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

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.

As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety associated with COVID-19 or other public health concerns. Visit <https://auburn.edu/covid-resource-center/> for current university guidance and monitor university email for periodic updates that may apply.

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.