**COUN 8260**

Colloquium in Counseling Psychology IV

***Spring 2025***

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

**College of Education**

Instructor Information:

**Latifat Cabirou, PhD**

**Assistant Professor**

**2060 Haley Center**

**LOC0005@auburn.edu**

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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 (3 semester hours)**

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

**University: Auburn University**

**Prerequisites: COUN 8250**

**Instructor: Latifat Cabirou, PhD**

**Contact Info: 2060 Haley (mail: 2084); LOC0005@auburn.edu**

**Class Meeting: Wednesdays 1pm – 3:50pm; Haley 1221**

**2. Date Syllabus Prepared:** Revised 1/2025; 1/2024

**3. Required Readings:**

Boateng et al., (2008). Best practices for developing and validating scales for health, social, and behavioral research: A primer. Frontiers in Public Health, 6(149), 1-18.

Heppner, P. P., & Heppner, M. J. (2004). Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions. Belmont, CA: Thomson/Brooks/Cole. Chap 8 & 13

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

Required Resources:

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

**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.

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| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Jan 15 | Syllabus Overview. |  |  |
| 2 | Jan 22 | Introduction to Social Justice Methodology. A Review of Us. De-centering our Academic Experience. |  |  |
| 3 | Jan 29 | Research Justice | Ch. 1-2 | Discussant 1: |
| 4 | Feb 5 | Research Boundaries in Justice-Oriented Work. Integrating Social Justice Discussions. | Ch. 3 | Discussant 2: |
| 5 | Feb 12 | Qualitative & Quantitative Methods. SJ Article Reviews | Heppner Ch. 8 & 13 | **SJ Article Review Due** |
| 6 | Feb 19 | Ethnography & Archival Theory. Intro to Analysis: Building Analytic Plans/Analysis Selection. | Ch. 4-5 |  |
| 7 | Feb 26 | Research Strategies for Community Mobilization. Conducting Quantitative Analyses. | Ch. 8-9 | Discussant 3: |
| 8 | Mar 5 | Health Justice. | Ch. 7 | **Integrating SJ into my Work Due**  **Midterm Hours Due** on Tevera |
| 9 | Mar 12 | Spring Break |  |  |
| 10 | Mar 19 | Scale Construction. Manuscript writing. | Boetang Article | Discussant 4: |
| 11 | Mar 26 | Scale Construction cont.; | Ch. 11-12 |  |
| 12 | April 2 | Navigating Discrimination; Strategies for Social Transformation | Ch. 13-14 | **Scale Review Due** |
| 13 | Apr 9 | Decolonizing Knowledge | Ch. 15-16 | Discussant 5: |
| 14 | Apr 16 | **No Class.** Manuscript Work Day |  |  |
| 15 | Apr 23 | Manuscript Presentations  MA(NT) Degree Requirements |  | **Manuscript Presentations Due** |
| 16 | April 30 | **No Class.** |  | **Manuscript Submissions Due**  **Final Hours Log / Research Supervisor Evaluation** |

**7. Course Requirements/Evaluation:**

1. Class Discussant (2 points): On the day assigned, each student will discuss the chapter reading for the day assigned. This is expected to be about 30-40 minutes. 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 (8 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 for 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 (5 points): You are to select a report/article from [www.solidarityresearch.org](http://www.solidarityresearch.org) that interests you. You will serve as the “mock reviewer” for said article. 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. Scale Construction Review (5 points): Utilizing a psychological scale used in research being conducted in your lab, read the empirical article(s) that describe scale development process for that measure. Write a review (1 page single spaced) that addresses the strengths and limitations of how this scale was developed. Be sure to address reliability and validity evidence, as well as any evidence (or lack thereof) of appropriateness of this measure for use with diverse populations.
9. Manuscript Submission (35 points): It is expected that your ongoing participation in your research lab will result in your work being submitted for publication. Your 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 doctoral semesters with the permission of the course instructor, but your work must be supervised by an AU faculty member). *It is important to note that the points associated with this assignment are taken in sum (that is to say, all three components must be satisfactorily met to obtain any grade above 0 for this component).* 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)
10. Manuscript Presentations (10 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.*
11. Participation in Research Lab (35 points): 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). *It is important to note that the points associated with this assignment are taken in sum (that is to say, all three components must be satisfactorily met to obtain any grade above 0 for this component).*

* Mid-Term Hours Check: You are required to submit an accurate and sufficiently detailed record of your research hours completed between Week 1 and Week 7 on Tevera to be signed by your research lab supervisor. At midterm, it is your responsibility to conduct an hours check alongside your supervisor to ensure you are on target to meet the minimum required hours for the term.
* 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 on Tevera to complete this assignment. This log must be signed by your research lab supervisor.
* 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 Tevera and will be sent to your supervisor using that system. 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 no later than the final period date/time in Finals Week.

**Evaluation:**

**Overall Course Evaluation**:

Class Discussant 2 Points

Integrating Social Justice 8 Points

SJ Article Review 5 Points

Scale Construction Review 5 Points

Manuscript Presentation 10 Points

Manuscript Submission 35 points

Research Lab Participation 35 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**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.

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. 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. Students must make up the presentations scheduled on the day of excused absent within one week of the absence (by the end 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).

Accommodations: Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with me about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.

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: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook (Links to an external site).](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy. 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 via my campus email address at loc0005@auburn.edu. 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. **Please allow 48 hours (not including weekends and holidays) to receive responses to email messages.**

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.

AI Policy: **Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

Mental Health

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scsLinks to an external site.](http://wp.auburn.edu/scs/)

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneedsLinks to an external site.](https://aub.ie/basicneeds). Furthermore, please notify me, your course instructor, if you are comfortable in doing so as this will allow me to connect you with any other known resources.

Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [auburn.edu/safeharbor](http://auburn.edu/safeharbor).

**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.