**COUN 8230**

Colloquium in Counseling Psychology I

***Fall 2025***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

**Professor**

**3118 Education Building**

**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.**



**SYLLABUS**

**1. Course Number: COUN 8230 (1 semester hour)**

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

**University: Auburn University**

**Prerequisites: Enrollment in Counseling Psychology PhD program**

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

**Contact Info: 3118 Education (mail: 3188); mac0084@auburn.edu; 334-844-7601**

**Class Meeting: Thursdays 2:00-2:50 in Education 3243**

**2. Date Syllabus Prepared:** 8/2017, updated 8/2018, 8/2020, 8/2021, 8/2022, 8/2023, 8/2024, 08/2025

**3. Required Readings:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

Anderson, R. E., McKenny, M. C., & Stevenson, H. C. (2019). EMBRace: Developing a racial socialization intervention to reduce racial stress and enhance racial coping among Black parents and adolescents. *Family Process, 58*(1), 53-67.

Anderson, R. E., & Stevenson, H. C. (2019). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist, 74*(1), 63-75. <http://dx.doi.org/10.1037/amp0000392>

Buchanan, N. T., Perez, M., Prinstein, M. J., & Thurston, I. B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. *American Psychologist, 76*(7), 1097-1112. <https://doi.org/10.1037/amp0000905>

Council of Chairs of Training Councils (2021). Table 1 and Table 2 (pp. 79-83) of *CCTC 2020: Social responsiveness in health service psychology education and training toolkit.* <https://www.cctcpsychology.org>

Kazdin, A. E. (2017). *Research design in clinical psychology* (5th ed.). Chapter 4: Ideas that begin the research process. Boston, MA: Pearson.

Price, P. Jhangiani, R., & Chiang, I. (2015). *Research methods of psychology* (2nd Canadian ed.). Chapter 4: Theory in psychology. Victoria, BC: BCcampus. Retrieved from <https://opentextbc.ca/researchmethods/>

Stevenson, H. C., Jemmott, L. S., Jemmott, J. B. III, White, S. L., Talley, L. M., Chittamuru, D., Kim, S., Icard, L. D., & O’Leary, A. (2021). Shape-Up: Efficacy of a culturally responsive barbershop-based violence reduction intervention RCT for young Black men. *Psychology of Men & Masculinities, 22*(4), 579-591. <https://doi.org/10.1037/men0000359>

Other articles as assigned by the research lab supervisor

**4. Course Description:**

*Catalog Description:* This course provides pre-practicum students with training in the conduct of counseling psychology research to provide foundational skills in research design and implementation.

**5. Course Objectives:**

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

1. Articulate knowledge of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct as it pertains to research activities;
2. Conduct research and other scholarly activities under the direction of a research supervisor;
3. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels;
4. Understand the role of theory in conducting psychological research;
5. Summarize a psychological theory and integrate with available scholarly literature;
6. Develop research questions and hypotheses.

**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 unforeseen circumstances. Class structure is subject to change based on changing public health circumstances.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS | DUE |
| WK1: 8/21 | Course Introduction |  |  |
| WK2: 8/28 | Institutional Review BoardsResearch Ethics  | APA (2017) |  |
| WK3: 9/4 | Accessing AU Library Resources (Meet at Library, Gibbs lab [Room 2031]) |  | CITI Training due |
| WK4: 9/11 | Becoming Familiar with a Research ProgramIntroduction to Theory in Research | Articles selected by research supervisorPrice et al (2015) | Read faculty-assigned article that includes a theory in Introduction |
| WK5: 9/18 | Psychological Theory Example: Racial Encounter Coping Appraisal and Socialization Theory (RECAST) | Anderson & Stevenson (2019) | Research Reflection due  |
| WK6: 9/25 | Conceptual Application of TheoryEmpirical Application of Theory | Anderson et al (2019)Stevenson et al (2021) |  |
| WK7: 10/2 | Practical Application of Theory in Psychology (work on paper) |  |  |
| WK8: 10/9 | NO CLASS: FALL BREAK |  |  |
| WK9: 10/16 | Class Discussion of Theory Write-Up Drafts |  | Draft of Theory Write-Up due |
| WK10: 10/23 | Developing Research Questions and Hypotheses | Kazdin (2017) |  |
| WK11: 10/30 | Developing Research Questions and Hypotheses, continued |  |  |
| WK12: 11/6 | Upending Racism in Psychological ScienceCulturally-Responsive Research | Buchanan et al (2021)CCTC (2021) Table 1 & 2 |  |
| WK13: 11/13 | Practical Application of Hypothesis Development (work on paper) |  |  |
| WK14: 11/20 | Discussion of Theory Write-Up assignments |  | Theory Write-Up due |
| WK15: 11/27 | NO CLASS: THANKSGIVING BREAK |  |  |
| WK16: 12/4 | End of Semester ReviewProject Forecasting |  | **Student portion** of Final Hours Log & Supervisor Evaluation due in Tevera 12/04 |
| WK17: 12/11 | NO CLASS: FINAL EXAM WEEK |  | **Supervisor Signed** Final Hours Log & **Signed** Supervisor Evaluation due 12/11 |

**7. Course Requirements/Evaluation:**

Course Requirements: The following are requirements for this course. Assignments are submitted on Tevera and/or Canvas, based on the information provided below. Due dates and times are listed in the Course Schedule and/or assignment descriptions.

A. *CITI Training*: You are required to complete the Collaborative Institutional Training Initiative (CITI) course relevant to psychology research. Specifically, you will complete the “AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students” and the “IRB # 2 Social and Behavioral Emphasis - AU Personnel” courses. For information on how to complete the courses, see https://cws.auburn.edu/OVPR/pm/compliance/irb/training. You must submit a PDF of your completion certificates with a passing score (per CITI requirements) to the Tevera “assignment” for the COUN 8230 course by the start of class on posted deadline.

B. *Research Reflection* (20 points): You will read three articles written by members of your research supervisor’s lab, as assigned by your research supervisor. At least one of these articles should include details about a psychological theory/framework that informed the empirical research questions examined in the article. You will submit a written reflection on the assigned articles to the course instructor (via Canvas) and your research supervisor (via email). The reflection should be about 1.5-2 pages single spaced and cover the following: 1) insights gained from the articles, 2) questions you have about the supervisor’s research program after reading these articles, and 3) future research questions/topics you have that were stimulated by the articles. This is due on Canvas by the start of class on the posted deadline.

C. *Theory Write-Up* (20 points): You will write a 3-5 page (double spaced in APA style, page count does not include title page or references) summary of a selected psychological theory, integrated with empirical research on your selected research problem area. The final write-up will also include research questions and hypotheses that address the research problem area. **A draft of the summary—without questions and hypotheses—will be due on Canvas by the posted deadline** and discussed in that class meeting. Submit as a Word document. You may be asked to share a copy of your draft with a peer in class for peer review.

**Using the Word document returned to you by your instructor,** use track-changes to write your final paper. This final paper should address your instructor's feedback and will also include research questions and hypotheses that address the research problem area. Retain the “comments” made by your instructor during the Draft feedback process. Provide reply comments to explain edits/decisions that are not self-explanatory from your track-changes. **Two copies of your final paper (with questions and hypotheses) will be due on Canvas by the start of class on the posted deadline** – a) a copy with the track-changes and comments and b) a ‘clean’ copy in which you have ‘accepted’ all of your track changes and deleted the comments. We will discuss your final papers in the class meeting on the day they are due; **be prepared to provide a 3-5 minute overview of your paper to the class on this day**.

D. *Participation in Research Lab*: You will select one research lab (almost always directed by a Counseling Psychology faculty member, typically your major professor) to be involved in throughout the semester for your colloquium lab hours. **Your lab selection needs to be approved by the research lab supervisor and communicated to the course instructor no later than the second week of the semester**. Involvement in the selected research lab includes attendance and participation at weekly lab meetings, completion of research tasks assigned by the research supervisor, and involvement in at least one specified research project in the lab.

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 8230. *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 8230. A Satisfactory grade in the course requires a minimum of 30 hours during the semester. Please note that neither hours completed as part of a paid research assistantship, nor hours directly tied to course requirements, count toward this research hours requirement. This log must be completed by the Deadline in the course schedule to provide your Supervisor with sufficient time **to sign the log in Tevera by the final posted deadline.**

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. **You must complete the first part of the evaluation in Tevera and send it to your Supervisor (via Tevera) by the deadline listed in the course schedule** to allow your Supervisor sufficient time to complete their portion of the evaluation by the final posted deadline; you are also required to sign the completed evaluation by the final posted deadline.

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 aspect 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 passing score (per Auburn IRB requirements) on the CITI training;
* A score of 80% or higher on each of 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 performance “Consistent with Beginning Doctoral Student Skill Level” across each of the rated domains;
* Timely and accurate submission of weekly and semester research hours with a minimum of 30 hours total for the semester;
* 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, as outlined in the Counseling Psychology Student Handbook. 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 public health 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.

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 receive 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*](http://www.auburn.edu/studentpolicies) 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.

Modifications to the above policy may be made to accommodate COVID related absences, as outlined by current university protocols. Up-to-date protocols will be available on the university’s COVID resources page: <https://auburn.edu/covid-resource-center/>

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.

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 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.

Artificial Intelligence: Students are expected to follow the Use of Generative Artificial Intelligence policy included in the AU Counseling Psychology PhD Program Student Handbook as it pertains to the use of Generative artificial intelligence (GenAI) tools (e.g., Microsoft Copilot, ChatGPT, Claude, or Gemini, etc) in their research. Students are not allowed to use GenAI tools for reflection-related assignments in this class; use of such tools for these assignments constitutes academic dishonesty.

Professionalism and Student Behavior: 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 any public health concerns.

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.