**COUN 8250**

Colloquium in

Counseling Psychology III

***Fall 2025***

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

**College of Education**

Instructor Information:

**Latifat Cabirou, PhD**

**Assistant Professor**

**3116 Education Building**

**LOC0005@auburn.edu**

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Office Hours:

**by appointment via**

[calendly.com/cabirou](https://calendly.com/cabirou)

**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 8250 (3 semester hours)**

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

**University: Auburn University**

**Prerequisites: 2nd year doctoral student: Auburn University COP**

**Instructor: Latifat Cabirou, PhD**

**Contact Info: 3116 Education Building (mail: 3188); LOC0005@auburn.edu**

**Class Meeting: Tuesdays 1:00-3:50pm in Education 3243**

**2. Date Syllabus Prepared:** July 2020; Revised August 2021; August 2022; August 2023; August 2024; August 2025

**3. Required Readings:**

Please note: Additional readings will be added over the course of the semester as needed, based on the discretion of the instructor, to facilitate students’ learning. Assigned readings should be completed before the class they are assigned for.

**Textbook:**

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.

You may use the QR code below to access the text digitally via [All Access](http://aub.ie/allaccess).



**Additional Readings:**

Week 3

Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and social psychology review*, *2*(3), 196-217.

Week 6

Hardin, E. E., Robitschek, C., Flores, L. Y., Navarro, R. L., & Ashton, M. W. (2014). The cultural lens approach to evaluating cultural validity of psychological theory. *American Psychologist*, *69*(7), 656.

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.

Week 9

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative psychology*, *4*(1), 2.

Taylor, B. (2016). Writing an effective response to a manuscript review. *Freshwater Science*, 35:4, 1082-1087

Week 10

Wiley. (n.d.). *Step by step guide to reviewing a manuscript.* Retrieved from <https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html>

Week 12

The Writing Center, University of North Carolina at Chapel Hill.

 <https://writingcenter.unc.edu/tips-and-tools/conference-papers/>

Adler, A. (2010). “Talking the Talk: Tips on Giving a Successful Conference Presentation.” *Psychological* *Science Agenda* 24.4 American Psychological Association. <http://www.apa.org/science/about/psa/2010/04/presentation.aspx>

**4. Course Description:**

This course provides advanced education and training in the development, conduct, and dissemination of counseling psychology research and provides opportunities to demonstrate an ability to contribute to meaningful scholarship in Counseling Psychology.

**5. Course Objectives:**

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

1. Work as a research team to formulate research questions and develop research studies to answer those questions
2. Engage in supervised research activities consistent with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels
3. Complete and submit scholarship worthy of presentation/publication with research team
4. Review and critically evaluate published research, and apply critical evaluations to improvement of personal scholarship
5. Articulate the advantages and limitations of various research designs
6. Design research studies using appropriate research designs in a manner that limits threats to validity and answers the research questions of interest.
7. **Course Content** **and Schedule:**

The 3-hour credit for this course will be made up of the following weekly activities: 2-hours spent in class meeting, and 1-hour spent in your research lab. The basic course content and schedule for our weekly 2-hour class meetings is outlined below and in the course requirements section. This is subject to change based upon the learning needs of the class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Aug 19 | Course Overview. Schedule Presentation Assignments. |  |  |
| 2 | Aug 26 | Preparing for Research Project and Selecting Topic  | H & H Chapter 1 & 2 |  |
| 3 | Sept 2 | Reviewing Literature and Formulating Research Question and Hypotheses \*Literature Review Presentation from AU Writing Center | H & H Chapter 4, 5, and 6Kerr, 1998 | * Annotated Bibliography #1
 |
| 4 | Sept 9 | Research Methods: Quantitative Methods | H &H Chapter 7 & 12 | * Research Topic Presentations 1& 2
 |
| 5 | Sept 16 | Research Methods: Qualitative Methods | H & H Chapter 8 & 13 | * Research Topic Presentations 3 & 4
* Annotated Bibliography #2
 |
| 6 | Sept 23 | Validity Issues in Research Design | Hardin et al., (2014)Heppner et al., (2016) | * Research Topic Presentation 5
 |
| 7 | Sept 30 | Making the Data Sing: Discussions | H & H Chapter 14  | * Annotated Bibliography #3
 |
| 8 | Oct 7 | **FALL BREAK** |
| 9 | Oct 14 | Reviewing Research to Strengthen Your WorkArticle Reviews | Levitt et al., (2017)Taylor (2016) | * Midterm Log
 |
| 10 | Oct 21 | Professionalism in Research  | H & H Chapter 11Wiley (n.d.) | * Literature Review
 |
| 11 | Oct 28 | Selecting Journals/Submitting for Publication in Journals | H & H Chapter 15 | * Article Review

Paper * Article Review

Presentations  |
| 12 | Nov 4 | Submitting for Conference Presentation | Adler, 2010The Writing Center (n.d.) | * Research Presentation 1
 |
| 13 | Nov 11 | Research Presentations |  | * Research Presentation 2 & 3
 |
| 14 | Nov 18 | Research Presentations |  | * Research Presentation 4 & 5
* Conference Submissions
 |
| 15 | **Nov 25** | **THANKSGIVING BREAK** |
| 16 | December 2 | Wrap Up |  | * Final Hours Log
* Research Supervisor Evaluation
 |

1. **Course Requirements/Evaluation:**
2. Annotate Bibliography (15 points): You will document your review of relevant literature in preparation for your literature review paper and research presentation via 3 annotated bibliography submissions. Each submission should contain a review of **at least 5 relevant, scholarly literature**. Each annotation should demonstrate your understanding of the content and its relevance to your research by reviewing at minimum, the following information: constructs/variables, research methods, results, and implications.
3. Literature Review (25 points): You will write a brief literature review (5-8 pages) in the style of the introduction section of a manuscript. This will require you to survey the research relevant to the topic under investigation and present the research in a manner that demonstrates the need for the specific research study you are conducting in your research lab. You will end the literature review with the research questions and hypotheses being tested in your research study. This assignment is due on **October 21.**
4. Research Article Review (45 points): From among the options listed in on Canvas, you will select an empirical research article and serve as the “mock reviewer” for said article. Your review paper will include the information below. This assignment is due on **October 28.**
5. A general overview of the article. (5 points)
6. A response to each of the questions below (15 points):
	1. What are the research questions and/or hypotheses? To what extent are the questions/hypotheses clearly specified?
	2. What is the research design?
	3. How are the variables operationalized and measured?
	4. To what extent are the measures/manipulations reliable and valid? Justify your assessment.
	5. In considering the cultural lens approach, do you see any issues with cultural validity of the underlying theory, operationalized variables, and/or manipulations? Explain.
	6. How well are threats to validity minimized? What threats to validity remain? Give specific examples.
	7. How representative is the sample of the population of interest?
	8. What are the statistical analyses used to answer the research questions/test the hypotheses? Do the analyses match the research questions? (Note: only analyses connected to the research questions need to be addressed).
	9. What are the results?
	10. Are the conclusions/implications covered in the discussion warranted by the results?
7. Explain specific critiques, along with information you would require the author to “revise and resubmit”. (5 points)
8. Areas of the article that demonstrate equity and justice in research and areas in which equity and justice are not taken into account in the research methodology or results. (5 points)
9. Aspects of the review that have illuminated validity issues in your own research work. (5 points)
10. Facilitate a 15–20-minute presentation of your review that includes items 1-5. (10 points).
11. Conference Submission (20 points): It is expected that your ongoing participation in your research lab will result in your work being submitted for regional/national conference presentation (e.g. APA Convention, though you might find the most appropriate conference in consultation with your lab supervisor). You will be required to demonstrate proof of conference submission (or at minimum proof of readiness for submission for later deadlines). This assignment is due on **November 18**.
12. Research Presentations (50 points):
	1. Topic Presentations (20 points): Through consultation with your research supervisor, you will select a topic relevant to the research being conducted in your research lab that you plan to prepare for conference submission. You will then conduct a brief (15-20 minute) topic presentation to the Colloquium class, specifically to elicit feedback on the topic and potential ideas and/or pitfalls that your research team may need to consider. You will select your presentation dates during the first week of class.
	2. Project Presentation (50 points): You are required to present on the work completed on your research topic (presented at the beginning of the semester). Specifically, your research presentation should include 1) a reminder summary of your topic, 2) relevant literature/ body of work regarding your topic, 3) your research questions and related methodology to examine the topic, 4) ways you addressed validity issues in your research design, 5) results or preliminary data (if available), and 6) how you envision this topic relating to your future scholarship (e.g., dissertation). The duration of your presentation should be 25-30 minutes. You will select your presentation dates during the first week of class.
13. Participation in Research Lab (75 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 I and II. 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 your research presentation and conference submission).

1) Mid-Term Hours Log (25 points): You are required to submit an accurate and sufficiently detailed record of your research hours completed between Week 1 and Week 7 (minimum of 10 hours). Use the Research Hours Log provided on Tevera to complete this assignment. This log must be signed by your research lab supervisor and submitted **no later than Tuesday, October 14**.

2) Final Hours Log (25 points): You are required to submit an accurate and sufficiently detailed record of your research hours completed over the course of the semester. A passing grade in the course requires a minimum of 40 hours during the semester. Use the Research Hours Log provided via Tevera to complete this assignment. This log must be signed by your research lab supervisor **no later than December 5.**

3) Research Supervisor Evaluation (25 points): Your research lab supervisor will complete an evaluation of your performance as a research lab member. The form is available on Tevera. 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 via Tevera **no later than December 8.**

**Overall Course Evaluation**:

Research Topic Presentation---------------------------------------------------------- 20 points

Annotated Bibliography (5 points each) -------------------------------------------- 15 points

Literature Review ---------------------------------------------------------------------- 25 points

Research Article Review -------------------------------------------------------------- 45 points

 Conference Submission ---------------------------------------------------------------- 20 points

Project Presentations ---------------------------------------------------------------- 50 points

Participation in Research Lab --------------------------------------------------------- 75 points

Total 250 points

As described above, course requirements total to 250 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A = 90-100%
B = 80-89.9%
C = 70-79.9%

D = 60-69.9%

F = 0-59.9%

**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 or (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/)](http://www.auburn.edu/student_info/student_policies/%29) 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 [calendly.com/Cabirou](http://calendly.com/Cabirou) 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 for Assignments**

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 Microsoft Copilot, ChatGPT, Claude, or Gemini for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

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 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 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.