**AUBURN UNIVERSITY**

**SYLLABUS**

**1.         Course Number:**                    COUN 8510

**Course Title:**                          Contemporary Issues in Counselor Education

**Credit Hours:**                         3 semester hours

**Prerequisites:**                         Doctoral standing in counselor education

**Co-requisites:**                         None

**2.         Date Syllabus Prepared:** August, 2001, Revised July 2003, Revised Fall

2005, Revised Fall 2008, Spring 2009

**3.         Texts:**

Required:

*Professional Counseling Excellence through Leadership and Advocacy**(2011)* Edited by

[Catherine Y. Chang](http://www.routledgementalhealth.com/books/search/author/catherine_y_chang/), [Casey A. Barrio Minton](http://www.routledgementalhealth.com/books/search/author/casey_a_barrio_minton/), [Andrea L. Dixon](http://www.routledgementalhealth.com/books/search/author/andrea_l_dixon/), [Jane E. Myers](http://www.routledgementalhealth.com/books/search/author/jane_e_myers/),

[Thomas J.](Thomas J.Sweeney)

[Sweeney](Thomas J.Sweeney)**:** Routledge

Recommended:

Remly, T. & Herlihy, B. (2009). *Ethical, Legal & Professional Issues in Counseling* (3rd. Ed.).

Prentice Hall

*Publication Manual of the American Psychological Association*, Sixth Edition (2009). American Psychological Association

Hazler, R. J. & Kottler, J. A. (2005). *The Emerging Professional Counselor* (2nd Ed.). ACA; Alexandria, VA

West, J. D., Osborn, C.J. & Bubenzer, D.L. (Eds.) (2003). *Leaders and Legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge.

**4.         Course Description:**

Advanced preparation in counselor education in the areas of professional identity, ethical and legal, pedagogy, and supervision.  Class format will include lecture, group discussion, class presentations and assignments designed to increase students’ knowledge and understanding of contemporary issues and emerging trends in counseling and counselor education.

**5.         Course Objectives:**

Upon completion of this course, students will gain an understanding of:

1. Theories and skills of leadership.

2. Understands advocacy models.

3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

6. Understand how one can provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

7. Understand how one can advocate for the profession and its clientele.

8. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.

9. Instructional theory and methods relevant to counselor education.

10. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics,* other relevant codes of ethics, standards of practice).

These course objectives are based on the CACREP (2009) standards pertaining to doctoral programs in Counselor Education.

**6.         Course Content:**

Week 1 (8/22) Orientation

Week 2 & 3 (8/29 – 9/5) Program Orientation

* Strategies in Doctoral Programs
* Practicum and Professional Experiences
* CED Handbook
* Doctoral Portfolio
* Professional Goals

Week 4 (9/12) Library Research Training Session

Week 5 & 6 (9/19- 9/26) Research and Professional Writing

* Components of Research Writing and Critiquing
* Use of Research in Counselor Education
* Submitting Research: Evaluation and Process
* Cultural Variables in Research
* Disseminating Research: Professional Presentations

Week 7 & 8 (10/3-10/10) Professional Development and Identification in Counselor Education

* Historical and Developmental Issues
* Professional Training and Identification
* Counselor Education: Training and Trends
* Multicultural issues as they relate to Social Change Theories

Week 9 -11 (10/17-10/31) Ethical and Legal Issues in Counselor Education

* Dual Relationships
* Training and Educational Issues
* Supervision
* Research

Week 12 & 13 (11/7-11/14) Professional Issues: Leadership, Advocacy & Consultation

* Models of Professional Leadership
* Models of Advocacy
* Integration of Advocacy and leadership
* Models and methods of consultation

Week 14 (11/28) Professional Issues: Career Development & Crisis Intervention

* Models and methods of crisis intervention
* Models of Career Development: Counselor Education

**7.         Course Requirements**

The expectation is held that students will demonstrate mastery of all course objectives through the following assignments.

1.      ***Professional Issues Manuscript:*** Students will identify one current professional issue, assume a position on this issue, and support this position with relevant professional literature/research.  This will be developed into a conceptual article suitable for publication in a professional referred journal.  Components of the manuscript are due:

a.       Identification of topic, questions to be answered in the manuscript, and targeted journal is due at the end of the ***8th week of classes***;

b.      Outline of the article, including summary of responses to research questions and reference list due at the end of the ***10h class***;

c.       Draft of the article due at the end of the ***12th class***; and,

d.      Final manuscript is due on the ***14th week of class*.**

2.      ***Ethical and Legal Case Responses:*** Develop responses to ethical cases (2) provided by the instructor.  These responses will follow identified decision making models and address issues related to counselor education and counseling practice. Students will be asked to develop rationales and provide empirical support for the issues addressed in their rationales.

3. **Professional Development Plan**: Students will develop a professional development plan outlining their academic and professional goals during their program of study and 3 yrs. beyond completion of their program. This plan will follow a format provided in class that addresses:

Identified academic goals

Engagement in professional leadership

Engagement in professional advocacy

Professional development & training

Engagement in scholarship

Career goals

**8.         Grading and Evaluation Procedures:**

Grades will be based on the following:

***Professional Issues Manuscript***:            50%

***Ethical and Legal Case Responses:***  30%

***Professional Development Plan:*** 20%

                        The following grading scale will be used:

                        92-100 = A

80-89     = B

70-79     = C

Below 70 = F

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness 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 *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to 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, and addendum to your syllabus and/or course assignments will replace the original materials.
7. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**9.  Class Policy Statements:**

A.     Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73).  Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

B.     Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible.  If you do not have an Accommodation Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible.  Telephone 334-844-5943 (Voice T/O).