**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:** Revised Fall 2012, Fall 2013, Fall 2014

**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.

Sweeney**:** Routledge

Recommended:

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

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 issues, and leadership.  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 knowledge and skills related to:

1. Theories and skills of leadership;
2. Leadership and leadership development in professional organizations;
3. Leadership in counselor education programs;
4. Knowledge of accreditation standards and processes;
5. Advocacy models and the application to counseling and Counselor Education;
6. Knowledge of ethical and legal standards within counseling and Counselor Education;
7. Awareness of ethical decision making processes and models,
8. Leadership, management, and administration in counseling organizations and other

 Institutions;

 9. Leadership roles and strategies for responding to crises and disasters;

 10. Professional writing for journal and newsletter publication;

 11. Participation in professional conferences and presentations.

*These course objectives are based on the CACREP (2009, proposed 2016 ) standards pertaining to doctoral programs in Counselor Education.*

**6.         Course Content:**

Week 1 **Orientation** (8/19)

Week 2 **Program Orientation** (8/26)

* Practicum and Professional Experiences
* CED Handbook
* Professional Goals

***Professional Development Reflection: Questions about starting a doctoral program Due 9/9***

Week 3 **Library Research Training Session** (9/9)

Week 4 **Program Orientation** (9/16)

* Doctoral Portfolio
* Livetext Training

***Professional Development Plan and Reflection Due 9/23***

Week 5 & 6 **Research and Professional Writing** (9/23, 30)

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

 ***Topic Identification for Manuscript September 30***

Week 7 & 8 **Professional Development in Counselor Education** (10/7, 14)

* Historical and Developmental Issues
* Accreditation in Counselor Education
* Counselor Education: Training and Trends
* Engaging in Professional Advocacy and Leadership

***Professional Issues Reflection Due 10/14: Issues in CED Listserve***

Week 9 & 10 **Ethical and Legal Issues in Counselor Education** (10/21, 28)

* Ethical and Legal Issues in Counselor Education
* Ethical decision-making

 ***Draft of Manuscript Due November 3***

Week 11 & 12 **Professional Issues: Leadership, Advocacy & Consultation** (11/3)

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

***Professional Model of Leadership Reflection Due November 11***

 **Week 12 Ethical Cases Group Session (11/11)**

 ***Ethical and Legal Case Responses Due November 17***

 **Week 13** **Crisis Intervention (11/17)**

* Models and methods of crisis intervention
* Crisis Intervention in academic settings

***Professional Development Reflection: Identify issues related to crisis intervention in academic settings***

 Week 14 – **November 24 Classes not in session**

 Week 15 – Professional Development (12/2)

 ***Final Manuscript Due December 2***

**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 Reflections**: Students will be asked to develop and respond to a series of reflection prompts. Reflection responses will be 1-1.5 pages double spaced and include references when appropriate.

 The ***Professional Development Plan and Reflection*** will require students to develop a professional development plan. This plan will include course completion, dissertation planning, engagement in professional development and advocacy, and the types of professional experiences they would like to engage in during their doctoral program (e.g., research, engagement in professional organizations, additional teaching experiences).

**8.         Grading and Evaluation Procedures:**

Grades will be based on the following:

 ***Professional Issues Manuscript***:            40%

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

***Professional Development Plan and Reflections:*** 30%

                        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).