**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Fall Semester 2016**

**Course Number: COUN 8510**

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** Doctoral standing in Counselor Education

**Corequisites:** None

**Date Syllabus Prepared:**August 2016

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

Email: [miarussi@auburn.edu](mailto:miarussi@auburn.edu)

Office: 3010 Haley Center

Office Hours: Wednesday: 9am – 11am; By appointment

**Texts**

**Required:**

Chang, C. Y., Minton, C. B., Dixon, A. L., Myers, J. E., & Sweeney, T. J. (2012). *Professional counseling excellence through leadership and advocacy.* New York, NY: Routledge/Taylor & Francis Group.

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

Council for Accreditation of Counseling and Related Education Programs. (2016). 2016 CACREP Standards. Retrieved from <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

**Recommended:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Edwards, P. N. (n.d.). *How to read a book, v.5.0.* Retrieved from pne.people.si.umich.edu/PDF/howtoread.pdf

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

**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.

**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 counselor education programs and professional organizations, including demonstrating the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
3. CACREP accreditation standards and processes.
4. Advocacy models and the application to counseling and Counselor Education, including demonstrating the ability to advocate for the profession and its clientele.
5. Current multicultural issues as they relate to social change theories.
6. Models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
7. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
8. Ethical and legal standards within counseling and Counselor Education, including demonstrating the ability to us ethical decision making models.
9. Professional scholarship outlets, including demonstrating the ability to write for peer-reviewed journal and/or professional newsletter submissions and to participate in professional conferences and presentations.

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

**Course Requirements**

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

1. ***Current Issue in Counselor Education Manuscript:*** Students will identify one current issue in counseling/counselor education, assume a position on this issue, and support this position with relevant scholarly and professional literature. After incorporating feedback from the course instructor, students are expected submit their manuscript for publication in a professional journal or newsletter. Papers must be formatted with APA style 6th ed. and be within 15-25 pages including references, cover page, and abstract.
2. ***Ethical and Legal Case Analyses:*** Students will analyze to two ethical cases provided by the instructor. These analyses should be informed by the ACA *Code of Ethics* (2014), relevant state and national laws, and scholarly literature. Students will apply an identified ethical decision-making model to the cases. Papers must be formatted with APA style 6th ed.
3. ***Reflection Papers****:* Students will be asked to develop and respond to four reflection and discussion prompts. Reflection papers will be 1-2 pages double-spaced and include references when appropriate.
4. ***Professional Development Plan (A & B):*** This plan contains two parts and 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). Students must complete both parts to be given credit.

**Grading and Evaluation Procedures:**

Grades will be based on the following:

Professional Issues Manuscript          35

Ethical and Legal Case Responses 35

Professional Development Plan 10

Reflection Responses (4\*5pts each) 20

100

The following scale will be used:

90 – 100% =A

80 – 89.9% =B

70 – 79.9% =C

60 – 69.9% =D

59.9% and Below =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.

**Class Policy Statements:**

1. Attendance: Students are expected to attend class and to be on time for class meetings. Distance students are expected to view all recorded lectures. Students are expected to prepare for class and to participate in class activities and discussions, when applicable. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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. Educational Accessibility Accommodations: Students who need instructional modifications are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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).
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, an 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
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Course Schedule**

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| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** |
| 1 | 8/16/16 | Orientation to the Course  Orientation to the CED Doctoral Program  Introduction to Professional Development | **CED Doctoral Degree Handbook** |  |
| 2 | 8/23/16 | Professional Development and Involvement |  | **Initial Reflection due** |
| 3 | 8/30/16 | Advocacy in Counseling  Guest: Amanda Evans | Ch. 5, 6, 7 , & 8 | **Professional Development Plan - Part A**  **Bryan Stevenson event in AU Student Center at 7pm** |
| 4 | 9/6/16 | Professional Writing & Grant Writing  Guest lecturer: Dr. Joe Buckhalt |  | **Reflection On Professional Involvement and Advocacy due** |
| 5 | 9/13/16 | Scholarship in Counselor Education  Student-Led Discussions of Current Issues in Counselor Education | Ch. 13 | **ALCA Poster Preparation Mixer hosted by IDS at 7pm** |
| 6 | 9/20/16 | Guests: Dr. Tuttle & Dr. Appling  Library Orientation at 5:30pm |  | **Reflection on Scholarship due** |
| 7 | 9/27/16 | Guests: Dr. Fripp & Dr. Derzis  Leadership  Dr. Tuttle’s Class 5:30pm | Ch. 1, 2, 3, & 4 |  |
| 8 | 10/4/16 | **SACES CONFERENCE** | |  |
| 9 | 10/11/16 | Ethics in Counselor Education | ACA *Code of Ethics* (2014) Section F (p. 12-15) |  |
| 10 | 10/18/16 | Ethics in Research and Resolving Ethical Dilemmas | ACA *Code of Ethics* (2014) Sections G & I | **Manuscript outlines/drafts accepted for review** |
| 11 | 10/25/16 | CACREP Accreditation and  Remediation in Counselor Education | CACREP 2016 Standards |  |
| 12 | 11/1/16 | Leadership & Advocacy Training | Ch. 14, 15, & 16 | **Reflection on Ethics in Counselor Education and Remediation Due** |
| 13 | 11/8/16 | Leadership and Advocacy in Practice | Ch. 9, 10, 11, 12 | **Ethical and Legal Case Analyses due** |
| 14 | 11/15/16 | Introduction to the CED Doctoral Portfolio |  | **Reflection on Leadership Training Due**  **Current Issue in Counselor Education Manuscript Due** |
| 15 | 11/22/16 | **THANKSGIVING BREAK** | |  |
| 16 | 11/29/16 | **Individual Meetings** |  | **Professional Development Plan – Part B** |

**Justification for Graduate Credit:**

This course includes advanced content on professional identity, ethics, leadership, and advocacy in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). 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.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.