## AUBURN UNIVERSITY

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

**SYLLABUS**

**Fall Semester 2018**

**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, Revised 2017, Revised August 2018

**Instructor:** Brandee M. Appling, Ph.D., NCC

Email: [bma0027@auburn.edu](mailto:bma0027@auburn.edu)

Office: 3010 Haley Center

Office Hours: By appointment

## Texts Required:

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>

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

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.

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

Wester, K. & Borders, D. (2014). Research competencies in counseling: A Delphi study. *Journal of Counseling and Development, 92*, 447- 458. doi:10.1002/j.1556-6676.2014.00171x

Singh, A. & Lukkarila, L. (2017). Successful Academic Writing: A Complete Guide for Social and Behavioral Scientists (1st ed.). New York, NY: The Guilford Press.

## Recommended:

Conyne, R. K., & Bemak, F. (2005). *Journeys to professional excellence: Lessons from leading counselor educators and practitioners.* Alexandria, VA: American Counseling Association.

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 (CACREP 6.B.5.a)

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. (CACREP 6.B.5.b)

3.   Leadership in counselor education programs (CACREP 6.B.5.c)

4.   CACREP accreditation standards and processes. (CACREP 6.B.5.d)

# 5.   Leadership, management, and administration in counseling organizations and other institutions (CACREP 6.B.5.e)

6.   Leadership roles and strategies for responding to crises and disasters (CACREP 6.B.5.f) 7.   Strategies of leadership in consultation (CACREP 6.B.5.g)

# 8.   Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (CACREP 6.B.5.h)

9.   Role of counselors and counselor educators advocating on behalf of the profession and professional identity (CACREP 6.B.5.i)

10.   Models and competencies for advocating for clients at the individual, system, and policy levels (CACREP 6.B.5.j)

11.   Strategies off leadership in relation to current multicultural and social justice issues

(CACREP 6.B.5.k)

12.   Ethical and culturally relevant leadership and advocacy practices (CACREP 6.B.5.l)

*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, supervision, or counselor education, and describe the issues in depth using relevant scholarly and professional literature. After incorporating feedback from the course instructor, students are expected to submit their revised manuscript to complete the course assignment, and then submit for publication in a professional journal or newsletter. For the first submission, students will be graded according to the rubric. On the second submission, students will be graded on content of the manuscript as well as writing style and ability to incorporate feedback in the revision. Papers must be formatted with APA style 6th ed. and be within 15-25 pages including references, cover page, and abstract. **Please see grading rubric.**

2.   ***Ethical and Legal Case Analyses:*** Students will analyze 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 and Engagement:*** Students will develop a professional development plan will the following components: (a) academic, professional, and self-growth goals; (b) engaging and reflecting on at least two professional development opportunities during the semester; and (c) a reflection on their plan for success. Students must complete all components of the assignment to be given credit.

## Grading and Evaluation Procedures:

Grades will be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points** | **CACREP Professional Standards** |
| Current Issue in Counselor Education Manuscript | First Submission:  10/30/18  Second Submission: 11/27/18 | 40pts  20 pts | CACREP 6.B.5, h, j,k,l. |
| Ethical and Legal Case Responses | 10/16/18 | 60pts  (2 @ 30pts) | CACREP 6.B.5.d,h,k,l |
| Professional Development Plan | Part A:  9/4/18  Completed: 12/4/18 | 15pts | CACREP  6.B.5,a,b,c,e,f,g |
| Reflection Responses | Variable | 40 pts  (4 @ 10pts) | CACREP 6.B.5,a-l |
| Total Points: | | 175 pts |  |

Current Issue Manuscript 60

Ethical and Legal Case Responses 60

Professional Development Plan 15

Reflection Responses (4\*10pts each) 40

175

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:

a.   Engage in responsible and ethical professional practices

b.   Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity

d.   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 and Assignments** | **CACREP Standards** |
| 1 | 8/21/18 | Orientation to the Course  Orientation to the CED Doctoral Program | **CED Doctoral Degree Handbook** | CACREP 6.B.5.a,i |
| 2 | 8/28/18 | Professional Development and Involvement ***Faculty: Dr. Derzis*** | **Initial Reflection due** | CACREP  6.B.5.a,b,c,e,f,g |
| 3 | 9/4/18 | Scholarship in Counselor Education  Professional Writing & Grant Writing  ***Faculty Intro: Dr. Tuttle*** | Ch. 13  Wester & Borders, 2014  Edwards, n.d.  Singh & Lukkarila (2017) Ch. 1- 3  **Reflection On Professional Involvement Due** | CACREP 6.B.5.h,I,j,k |
| 4 | 9/11/18 | Library Orientation at 4:00pm | **Meet in Library location TBD** |  |
| 5 | 9/18/18 | Scholarship in Counselor Education  Student-Led Discussions of Current Issues in Counselor Education | **Reflection on Scholarship due** | CACREP 6.B.5.h |
| 6 | 9/25/18 | Ethics in Counselor Education  Remediation in Counselor Education  **Dr. Carney Presentation** | ACA *Code of Ethics* (2014) Section F (p. 12-15) | CACREP 6.B.5.d,l |
| 7 | 10/2/18 | Ethics in Research and Resolving Ethical Dilemmas  ***Faculty Intro: Dr. Jinhee Park*** | ACA *Code of Ethics*  (2014) Sections G & I  **Reflections on Ethics due** | CACREP 6.B.5.d,l |
| 8 | 10/9/18 | **Writing Day**  Singh & Lukkarila (2017) ch. 4-6 h | | |
| 9 | 10/16/18 | Leadership  ***Faculty Intro: Dr. Jessica Tyler & Dr. Jill Meyer*** | Ch. 1, 2, 3, & 4  **Ethical and Legal Case Analyses due** | CACREP 6.B.5.a,i |
| 10 | 10/23/18 | Advocacy in Counseling | Ch. 5, 6, 7, & 8 | CACREP 6.B.5.h,I,j,k,l |
| 11 | 10/30/18 | Leadership and Advocacy in Practice  ***Faculty Intro: Alfredo Palacios*** | Ch. 9, 10, 11, 12  **Current Issue in Counselor Education Manuscript, First Submission Due** | CACREP  6.B.5.a,b,c,e,f,g,I,j,k |
| 12 | 11/6/18 | CACREP Accreditation  Intro to the CED Doctoral Portfolio  ***Faculty Intro-Dr. Heather Delgado***  \*Doc student Panel | CACREP 2016  Standards  **Reflection on Advocacy and Leadership Due** | CACREP 6.B.5.d |
| 13 | 11/13/18 | **Professional Development –**  **ALCA Conference in Mobile, AL** | | |
| 14 | 11/20/17 | **THANKSGIVING BREAK** | | |
| 15 | 11/27/18 | Understanding Academia and Faculty Positions  \*ZOOM with former doc student | **Current Issue in Counselor Education Manuscript, Second Submission Due** |  |
| 16 | 12/4/18 | Last class summary and wrap-up | **Complete Professional Development Plan due** |  |

**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.