## AUBURN UNIVERSITY

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

**SYLLABUS**

**Fall Semester 2019**

**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, Revised 2019

**Instructor:** Jamie Carney, Ph.D.

Email: carnejs@auburn.edu

Office: 2010 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/>

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:

 Silivia, P. J. (2019). *How to write a lot* (2nd *ed*.). Washington, DC, American Psychological Association,

 Silivia, P. J. (2015). *Write it up*. Washington, DC, American Psychological Association,

## 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.   ***Scholarship Writing Modules:*** Students will complete a series of modules and activities focused on developing skills for engaging in research and academic writing.

1. Research Writing activity 1
2. Developing a research topic, focus and outline
3. Developing a manuscript intro and rationale
4. Collaborative Research Project

2.   ***Ethical and Legal Case Analysis:*** Students will analyze an ethical cases provided by the instructor. This project will focus on an aspect of gatekeeping and remediation in Counselor Education. Case analysis will include identification of appropriate methods of evaluation, ethical issue(s), and remediation planning.

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 one professional development opportunity during the semester; and (c) a reflection on their plan for success. Students must complete all components of the assignment to be given credit.

## Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings and \*Assignments** | **CACREP Standards** |
| 1 | 8/20 | **Orientation to the Course** |  |  |
| 2 | 8/27 | **Orientation to the CED Program** | **\*Reflection 1** **Readings: CED Doctoral Handbook** | CACREP6.B.5.a,b,c,e,f,g,i |
| 3 | 9/3 | **Professional Development and Involvement** **CACREP** **Current trends in Counselor Education** | **\*Reflection 2****Readings: CACREP Standards, Chang: 1** | CACREP 6.B.5.h,I,j,k |
| 4 | 9/10 | **Scholarship in Counselor Education and** **Professional Writing**  | **\*Research Module 1****Readings:** **Singh: 1-4** | CACREP 6.B.5.h,I,j,k |
| 5 | 9/17 | **Professional Development**: Current CED Doctoral students  | **Mell Classroom** |  |
| 6 | 9/24 | **Professional Leadership and Scholarship:** Palacios, Suh, Delgado, Thacker**Research writing and collaboration** | **\*Research Module 1****Readings:****Chang: 2-4****Singh: 5-7** |  |
| 7 | 10/1 | **Ethics in Counselor Education:** ACA Ethical Standards  | **\*Reflection 3****Readings: ACA Ethical Standards**  |  |
| 8 | 10/8 | **Ethics in Counselor Education**  |
| 9 | 10/15 | **Grants and Scholarship:** Tuttle, Meyer, HunterFaculty presentation – grants training | **\*Ethics and Legal Case Analysis**  | CACREP 6.B.5.h,I,j,k |
| 10 | 10/22 | **Writing Session**  |  |  |
| 11 | 10/29 | **Collaboration in Research:** Engagement in outreach and advocacy through scholarship:CED Faculty (Curtis, Thomas, Taylor) | **\*Research Module 2** **Reading:** **Singh: 8-9** | CACREP6.B.5.a,b,c,e,f,g,I,j,k |
| 12 | 11/5 | **Advocacy and Leadership in Counselor Education** | **\*Reflection 4****Chang 5-9** | CACREP 6.B.5.d |
| 13 | 11/12 | **Understanding Academia and Faculty Roles: Alumni in faculty roles** **\*Research Module 3**  |
| 14 | 11/19 | **Professional Development –** **ALCA Conference in Mobile, AL** |
| 15 | 11/26 | **Thanksgiving Break** |
| 16 | 12/3 | **Class Summary** **Assignments: \*Research Module 4 and \* Professional Development Plan** |

## Grading and Evaluation Procedures:

Grades will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Points** | **CACREP Professional Standards** |
| ***Scholarship Writing Modules*** | Module 1: 10ptsModule 2: 10ptsModule 3: 20ptsModule 4: 20pts | CACREP 6.B.5, h, j,k,l. |
| Ethical and Legal Case Responses | 40pts | CACREP 6.B.5.d,h,k,l |
| Professional Development Plan |  20pts | CACREP6.B.5,a,b,c,e,f,g |
| Reflection Responses   | 40 pts (4 @ 10pts) | CACREP 6.B.5,a-l |
| 175 pts |  |

***Scholarship Writing Modules*** 60

Ethical and Legal Case Responses 40

Professional Development Plan 15

Reflection Responses (4\*10pts each) 40

160

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. They cannot be used during class activities or class discussions.**

**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.