## AUBURN UNIVERSITY

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

**SYLLABUS**

**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 Revised:** August 2020

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

Email: carnejs@auburn.edu

Office: 2010 Haley Center

Office Hours: During the Fall of 2020 these can be scheduled by zoom.

## 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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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:**

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.

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

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. Developing a conceptual manuscript topic and critiquing research
2. Developing a conceptual manuscript intro and rationale
3. Conceptual manuscript 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 6 reflections and discussion prompts. These reflections will be completed in several ways as outlined in the assignment.

4.   ***Professional Development Plan and Engagement:*** Students will develop a professional development plan with the following components: (a) academic goals and planning,

(b) professional goals; (c) leadership and advocacy goals; (d) self-growth goals.

## Course Schedule

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic**  | **Assignments**  | **Readings**  | **CACREP Standards** |
| 1 | 8/19 | **Orientation to the Course** |  | **Doctoral Handbook**  |  |
| 2 | 8/26 | **Library Orientation**  | **Reflection 1** |  |  |
| 3 | 9/2 | **Orientation to the Program**  | **Reflection 2** | **Doctoral Handbook** |  |
| 4 | 9/9 | **Orientation to Counselor Education & Current Trends**  **CACREP (2016)**  | **Reflection 3** | **Readings: CACREP Standards, Chang: 1** | CACREP 6.B.5.d,h,  |
| 5-7 | 9/16- 9/30 | **Scholarship in Counselor Education and** **Professional Writing**  | **Reflection 4 (9/23)****Scholarship** **Module 1 (9/30)** | **Resource:** **Singh: 1-7, assigned readings** | CACREP 6.B.4.a,d,g,h,i, k,l |
| 8-10 | 10/7-10/21 | **Ethics in Counselor Education:** ACA Ethical Standards Gatekeeping  | **Reflection 5 (10/14)** | **Readings: ACA Ethical Standards, assigned readings**   | CACREP 6.B.3.f,h, |
| 11 | 10/28 | **Professional Leadership & Leadership Models in Counselor Education**  | **Scholarship Module 2** | **Readings:****Chang: 2-4, Assigned Readings**  | CACREP 6.B.5.a,b,c,e,f,g  |
| 12-13 | 11/4-11/11 |  **Social Justice, Leadership & Advocacy** | **Reflection 6 (11/4)****Ethical and Legal Case Analysis (11/11)** |  | CACREP 6.B.5.i,j,k,l |
| 14 | 10/18 | **Professional Development –** **ALCA Conference in Mobile, AL**<https://www.alabamacounseling.org/annual-conference.html> | **Professional Development Plan****Scholarship Module 3**  |  |  |

 **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: 20pts | CACREP 6.B.5, h, j,k,l. |
| ***Ethical and Legal Case Analysis***  | 30pts | CACREP 6.B.5.d,h,k,l |
| ***Professional Development Plan*** |  20pts | CACREP6.B.5,a,b,c,e,f,g |
| ***Reflection Responses***   | 6-10pts 60 pts  | CACREP 6.B.5,a-l |
|  |  |

***Scholarship Writing Modules*** 60

***Ethical and Legal Case Responses*** 40

***Professional Development Plan*** 15

***Reflection Responses (***6\*10pts each***)*** 60

150

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 refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

## Class Policy Statements:

1. **Class Policy Statements:**
	1. Attendance: Please see the COVID-19 policy statements.
	2. Excused Absences: Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In addition, please review the COVID-19 policy statements.
	3. Make-Up Policy: Arrangement to make up a missed major assignment can be discussed following the policies pertaining to excused absences and the COVID-19 policies. Please be aware that you are to notify the instructor about these issues so as a plan can be developed to address the assignment.
	4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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 should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **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, 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.

1. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

ia university email.