## 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, August 2021

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

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Office: 2010 Haley Center

Office Hours: Scheduled in person or 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/>

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.

**Recommended:**

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.   ***Counselor Education and Leadership:*** This project will include components of professional planning, identification of leadership styles, and cultural, diversity, and ethical issues to consider when engaging in counselor education leadership.

1. Development of an academic plan and goals associated with engagement in research, teaching, supervision, counseling, and leadership/advocacy components of the program
2. Identification of strategies related to professional and personal self-care
3. Identification of a leadership model and examples (2-5) of how you may engage in professional service or leadership related to this model
4. Discussion of the critical aspects of cultural, diversity, and ethical issues that may correspond to this model and/or its application.

2.   ***Remediation and Gatekeeping in Counselor Education:*** Students will analyze an ethical case corresponding to remediation and gatekeeping in Counselor Education. Case analysis will include identification of appropriate methods of evaluation, ethical issue(s), and remediation planning.

3.   ***Advocacy in Counselor Education****:* This project will include, how you define advocacy relevant to counselor education, components of your advocacy model, identification of cultural, diversity and ethical components of this model, and identification of ways you may plan to advocate related to critical issues in counseling practice and/or counselor education.

1. Identification of critical issues in Counselor Education and counseling practice
2. Identification of a model of advocacy and defining advocacy in counselor education related to this model.
3. Consideration of cultural, diversity, and ethical components of this model of advocacy.
4. Strategies and processes for engaging in advocacy related to this model and your identified critical issue.

## Course Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | | **Assignments** | **Readings** | **CACREP Standards** |
| 1 | 8/16 | **Orientation to the Course** | |  | **Doctoral Handbook** |  |
| 2 | 8/23 | **Strategic Planning as a CED Student and Counselor Educator** | |  | **Doctoral Handbook** |  |
| 3 | 8/30  (synchronous)  Matt Gonzales – BOX/CED  Portfolio | **Leadership and Professional Issues in Counselor Education** | |  | **Chang: 1-4, assigned readings** | 6.B.5.a.-h. |
| 4 | 9/6 | **No Class – University Holiday** | | ***9/20: Counselor Education and Leadership: Component 1*** |  |  |
| 5-6 | 9/13- 9/20  9/13 – KW  9/20 Dr. Taylor Couns. Practicum & Licensure (15 min overview session) & Doctoral Student Panel  **Synchronous Online Class** | | **Leadership and Professional Issues in Counselor Education:** |  | **Doctoral Student Panel: 9/20**  [**https://www.cacrep.org/for-programs/2016-cacrep-standards/**](https://www.cacrep.org/for-programs/2016-cacrep-standards/)  **Chang: 4, 13 & 14** | CACREP 6.B.5.a.-h. |
| 7 | 9/27  Faculty Panel  **Synchronous Online Class** | | **Scholarship and Research in Counselor Education** |  | **Faculty Research Sessions** |  |
| 8-10 | 10/4, 10/11, 10/18  10/11- KW | **Advocacy and Social Justice in Counselor Education** | | ***10/11Advocacy in Counselor Education: Component 1***  ***10/18***  ***Counselor Education and Leadership Component: 2*** | **Readings: Chang 5-7, assigned readings**  **Panel 1 - Engaging in Social Justice** [**https://drive.google.com/file/d/1XlR\_gygiWn6AzxPTvh867sI9pM4ZHBwU/view?usp=sharing**](https://drive.google.com/file/d/1XlR_gygiWn6AzxPTvh867sI9pM4ZHBwU/view?usp=sharing) | CACREP  6. B. 5.i.-l. |
| 11-13 | 10/25, 11/1, 11/8  10/25 KW | **Gatekeeping and Remediation in Counselor Education**  **Gatekeeping and Remediation Working Session: 11/8** | | ***11/8***  ***Advocacy in Counselor Education: Component 2*** | **Readings: ACA Ethical Standards, assigned readings** | CACREP 6.B.3.f,h, |
| 14 | 11/15  ALCA | **ALCA – Professional Leadership and Advocacy** | |  |  |  |
| 15 | 11/22-26 | Thanksgiving Holiday | |  |  |  |
| 16 | 11/29 | Course Seminar Session | | ***Ethical and Legal Case Analysis: Remediation and Gatekeeping in Counselor Education***  ***Leadership In Counselor Education: Component 1***  ***Professional Development plan*** |  |  |

**Grading and Evaluation Procedures:**

Grades will be based on the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Assignment** | | **Points** | | **CACREP Professional Standards** |
| ***Counselor Education and Leadership: 30 pts*** | | ***Component 1:15pts***  ***Component 2: 15pts*** | | CACREP 6.B.5.a.-h |
| ***Remediation and Gatekeeping in Counselor Education: 40 pts*** | | ***40pts*** | | CACREP 6.B.3.f,h, |
| ***Advocacy in Counselor Education: 30 pts*** | | ***Component 1:15pts***  ***Component 2: 15pts*** | | CACREP  6. B. 5.i.-l. |
|  |  | |

**Total: 100 pts**

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: At the present time the University is requiring Masks in all class spaces and buildings.**

**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.