## 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, August 2022, August 2023

**Instructor:** Heather Delgado, PhD, LCMHCA, NCC

Email: hnm0030@auburn.edu

Office: 2056 Haley Center

Office Hours: Scheduled in person or by zoom

## Texts Required: None, see assigned readings

**Recommended:**

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/>

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. ***Counselor Education and Leadership Assignment:*** 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.

Component 1:

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

Component 2:

1. Identification of a leadership model and examples (2-5) of how you may engage in professional service or leadership related to this model
2. Discussion of the critical aspects of cultural, diversity, and ethical issues that may correspond to this model and/or its application.
3. ***Faculty Interview Assignment***: Students will interview one faculty member about their engagement with leadership, research, and their professional identity. Students will write a 2-page reflection paper about the faculty where they will provide a brief description of the above areas and then one section that provides a reflection of what they learned about counselor education from this interview.
4. ***Advocacy in Counselor Education Assignment****:* 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.

Component 1: Identification of a model of advocacy and defining advocacy in counselor education related to this model.

1. Consideration of cultural, diversity, and ethical components of this model of advocacy.
2. Strategies and processes for engaging in advocacy related to this model.

Component 2: Students will work in pairs to identify a current sociopolitical and social justice issue affecting the counseling profession. Each pair will develop an advocacy plan to implement as a counselor educator that will address this issue. Students will have the opportunity to enact this advocacy plan within IDS (CSI chapter) as a professional development opportunity.

1. ***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.
2. ***Professional Leadership Assignment***: Students will be required to do participate in three different activities to engage in their own professional leadership and develop their professional identity as a counselor educator. These include:

Component 1: Join one professional organization (CSI, ALCA, ACES, ACA, ASCA, ARCA, etc).

Component 2: Attend ALCA or another professional conference.

Component 3: Participate in one professional training opportunity related to counseling or counselor education.

## Course Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic**  | **Assignments**  | **Readings**  | **CACREP Standards (2024)** |
| 1 | 8/21 | **Orientation to the Course****-**CED Program Overview |  | **Doctoral Handbook**  |  |
| 2 | 8/28 | **Leadership and Professional Issues in Counselor Education:** -Counselor Education Professional Identity-Leadership Models |  |  **(Hays et al., 2021)****(Mckibben et al., 2016)****(Evans et al., 2016)** | 6.A.2.f6.B.5.a |
| 3 | 9/4 | **NO CLASS-Labor Day** |  |  |  |
| 4 | 9/11 | **Leadership and Professional Issues in Counselor Education:**-Roles in CED and Professional Organizations-CACREP & Accreditation-CACREP Panel | ***Counselor Education and Leadership: Component 1*** | **(DeDeigo et al., 2022)**[**https://www.cacrep.org/for-programs/2016-cacrep-standards/**](https://www.cacrep.org/for-programs/2016-cacrep-standards/)[**https://www.cacrep.org/for-programs/2016-cacrep-standards/**](https://www.cacrep.org/for-programs/2016-cacrep-standards/) | 6.B.5.b-d |
| 5 | 9/18 | **Leadership and Professional Issues in Counselor Education:**-Ethics in CED-Gatekeeping/Remediation-Program Coordination PanelDrs. Flint and Taylor |  | **ACA code of ethics****(Kimball et al., 2019)****(Schuerman et al., 2017)****(Gilbert et al., 2019)** | 6.B.5.c |
| 6 | 9/25  | **Leadership and Professional Issues in Counselor Education:** -Consultation Models -Self-care  | ***Counselor Education and Leadership: Component 2*** |  | 6.B.5.g,n |
| 7 | 10/2 | **Advocacy and Social Justice in Counselor Education**-Advocacy models and competencies |  |  (**Farrell & Barrio Minton, 2019)****(Schuster et al., 2021)****ACA Advocacy competencies: https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf** | 6.B.5.i-m |
| 8 | 10/9 | **Working Session-Advocacy Project** |  |  | 6.B.5.i-m |
| 9 | 10/16 | **Leadership in Counselor Education: Responding to Crises and Disasters*****-****Guest speaker* | ***Advocacy in Counselor Education Component 1*** | **(Crumb et al., 2021)****(Bowman & Roysircar, 2011)** | 6.B.5.f |
| 10 | 10/23 | **Leadership in Counselor Education: Responding to Crises and Disasters****-**Professional Training |  | **https://www.samhsa.gov/dtac/ccp-toolkit/train-your-ccp-staff** | 6.B.5.f |
| 11 | 10/30 | **Advocacy and Social Justice in Counselor Education**-Panel Presentation-Discussion Reflection | ***Advocacy in Counselor Education Component 2*** | **(Decker et al., 2016)****Panel 1 - Engaging in Social Justice** <https://drive.google.com/file/d/1XlR_gygiWn6AzxPTvh867sI9pM4ZHBwU/view?usp=sharing> | 6.B.5.i-m |
| 12 | 11/6 | **Scholarship & Research in Counselor Education** -Academic Writing -Conference Presentations-Portfolio/Dissertation-Doctoral Student Panel | ***Faculty Interview*** | **(Foster & Ray, 2012)****New Author Guide** | 6.A.b.c6.B.4.h.i. |
| 13 | 11/13 | **ALCA – Professional Leadership and Advocacy** **Attend ALCA conference** | ***Professional Leadership Assignment***  |  | 6.A.2.b,c,f |
| 14 | 11/20-24 |   **Thanksgiving Holiday**  **NO CLASS** |  |  |  |
| 15  | 11/27 | **Trends in Counselor Education:**-Technology-Distance Education   | ***Revised Professional Development plan******Remediation and Gatekeeping Assignment*** |  **(Sherperis et al., 2020)** | 6.A.2.g |

**Grading and Evaluation Procedures:**

Grades will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Points** | **CACREP Professional Standards** |
| ***Counselor Education and Leadership***  | ***Component 1:15pts******Component 2: 15pts*** | CACREP 6.B.5.a.-h |
| ***Faculty Interview:***  | ***30pts*** | CACREP 6.B.3.f,h, |
| ***Advocacy in Counselor Education:***  | ***Component 1:15pts******Component 2: 30pts*** | CACREP 6. B. 5.i.-l. |
| ***Remediation and Gatekeeping*** | ***30pts*** | 6. B. 3. i. |
| ***Professional Development*** | ***Component 1: 10pts******Component 2: 10pts******Component 3: 10pts*** | CACREP 6.B.5.a.-h |
|  | ***Total: 165pts*** |  |
|  |  |

 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:

## Attendance: Students may miss up to one class without penalty. Additional absences will result in a 10 point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

1. 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.
2. 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.
3. 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.
4. 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).
5. 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.
6. 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.