**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2021**

**Course Number:**  COUN 8550

**Course Title:**  Counselor Education Pedagogy

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**Date Syllabus Prepared:** August 2021

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

Email: carnejs@auburn.edu

Office Hours: Scheduled by appt.

**Text(s):**

**Required:**

Haddock, L.R., & Whitman, J.S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills.* Routledge.

 Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom.* Routledge.

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher’s life*.

Jossey-Bass.

**Additional Required Readings:**

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Association for Counselor Education & Supervision Teaching Initiative Taskforce. (2016). *Best practices in teaching in counselor education*.

Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP standards*. Retrieved from www.cacrep.org.

\*Other Readings Posted on CANVAS

**Recommended:**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010).

How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

 Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University

Press.

Nilson, L. B. (Ed.). (2010). *Teaching at its best* (3rd ed.). San Francisco, CA: Jossey-Bass.

Weimer, M. (2013). *Teaching strategies for the college classroom.*  Madison, WI: Magnum

Publications.

**Course Description:** Course focuses on developing Counselor Education pedagogical skills and knowledge including theories, course and curriculum development, methods, and professional responsibilities.

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes:

1. Roles and responsibilities related to educating counselors (CACREP 6.3.B.a).
2. andragogy and adult learning theories (CACREP 6.3.B.b)
3. teaching methods relevant to counselor education (CACREP 6.3.B.c)
4. curriculum design and instructional delivery (CACREP 6.3.B.d)
5. the use of technology in instructional design and program delivery types (CACREP 6.3.B.e)
6. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum (CACREP 6.3.B.f)
7. universal design to meet the needs of all students with respect for individual differences in learning (CACREP 6.3.B.g)
8. instructional and curricular evaluation methods (CACREP 6.3.B.h)
9. screening, remediation, and gatekeeping functions relevant to teaching (CACREP 6.3.B.i)
10. assessment of student learning and professional dispositions (CACREP 6.3.B.j)
11. legal and ethical issues and responsibilities in counselor education for all program delivery types (CACREP 6.3.B.k)
12. culturally sustaining strategies for counselor education (CACREP 6.3.B.l)
13. the role of mentoring in counselor education (CACREP 6.3.B.m)

**Course Requirements:**

1. **Teaching Philosophy and Diversity Statement**
* Students will develop a Teaching Philosophy that includes a diversity statement about how diversity, equity, and social justice are reflected in their teaching.
* Students will provide and receive peer reviews on their teaching philosophies.
* Students will have the opportunity to revise philosophies based on feedback (peer and instructor).
* Students will reflect on how this philosophy has been demonstrated during their actual teaching demonstrations.
1. **Teaching Demonstrations (2): course instructional experience**

Students will be assigned a course by the instructor. The length of the teaching demonstration will be a minimum of 60 minutes (most students will be teaching a full class session or co-teaching with another student) and should include the following:

* **Lesson Plans:**
	+ Students may use the lesson plan template provided.
	+ Students will consider the use of technology, teaching methods to address individual learning style differences, and integration of diversity, equity, inclusion, and social justice principles within their teaching.
	+ **Requirements:**
		- Identification and Description of Course and Lecture Topic
		- Outline of Lesson Goals and Objectives
			* Consider how your teaching methods or processes reflect your Teaching Philosophy
		- Identification and Discussion of Teaching Methods (e.g., discussions, lecture, experiential activities, case studies)
		- Identification of Assigned Readings and Resources
		- Power Point Presentation/Lecture
* As part of your lecture, address how the content is applicable or considers the specialty areas: School Counseling, Clinical Rehabilitation Counseling, Clinical Mental Health Counseling
* **Self-evaluations** are required for the teaching demonstration.
* Students will develop and use a teaching evaluation to receive students’ feedback, ***this is only required for one demonstration.***
* **Evaluation of Instruction:**
	+ The teaching demonstration must be videotaped and submitted to the course instructor for evaluation.
		- Video cameras are available for check out in the Learning Resource Center (LRC) located at 3408 Haley Center if you are in a room that does not provide videotaping capability.
		- Students in your classes need to be informed that you are taping the session.
	+ **Requirements:**
		- Submission of a taped **teaching demonstration**, submitted in BOX and shared with the course instructors and collaborating instructors.
		- **Evaluation of Teaching by Students (one demonstration)**
		- **Self-Evaluation of Teaching.** Students will reflect on the teaching demonstration responding to each of the following prompts:
			* What went well in your teaching experience? What told you that these components went well?
			* What did not go well, in your opinion? What told you that these components did not go well?
			* How well do you think your objectives were met in your teaching experience? What tells you this?
			* What did you find to be most challenging during this teaching experience? Include your reflection on any student issues or other issues that occurred.
			* Are the issues of diversity, social justice or equity reflected in this demonstration (e.g., lecture, resources, class activities) if yes discuss?
			* If you could re-do this experience, what would you do differently?
			* In what ways did this experience shape your identity as a counselor educator?
* **Course Evaluation Method**
	+ Students will be required to develop one method to evaluate student’s learning.
		- This method may be developed, and when possible also used in the class session (not required).
	+ This evaluation may be an assignment, an in-class assessment of learning, or other methods to assess student’s learning, ability to apply content, or processing of content.
	+ Requirements:
		- Identify and describe one course or lecture evaluation method.
		- Discuss how this activity/assignment will be/or would be used to assess specific course objectives (reflected in Lesson Plan).
		- Provide and describe the evaluation method (e.g., rubric, observation) that you will use to assess outcomes.
1. **Teaching Colloquium**

Discussion and reflection on your changes and pedagogical growth throughout the semester.

* **Reflection:**
* What did you learn about yourself in relation to teaching?
* How was your teaching philosophy reflected in your demonstration(s)?
* What was the most challenging and the most rewarding aspects of your teaching?
* From first day to now-how has your view and role as a counselor education changed?

**Grading and Evaluation Procedures:** Students in this course are required to complete all the specified teaching, experiential, and supervision requirements. Please note: Course assignments should be uploaded to Canvas **before the start of class** on the dates specified. When an assignment is turned in late, the student’s grade will be reduced by 10% 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. Students in this course are required to complete the specified course requirements. Students’ final grades are based on these components:

 Teaching Philosophy 50 points

 Teaching Reflections 25 points (5)

Teaching Demonstration 1 50 points

Teaching Demonstration 2 50 points

 Teaching Colloquium 25 points

 **Total 200 points**

**The following scale will be used:**

 90-100% =A

 80-89.9% =B

 70-79.9% =C

 60-69.9% =D

 Below 60% =F

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| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Teaching Philosophy  | Draft: 9/26/23\*Final: 11/28/23  | Final: 50 points | CACREP 6.B. a., b., c., d.,  |
| Teaching Reflections  | Assigned in class and through Canvas  | 25 points (5) | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l., m.  |
| Teaching Demonstration 1 | \*10/24/23 | 50 points | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. |
| Teaching Demonstration 2 | \*11/28/23 | 50 points | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. |
| Teaching Colloquium Reflection  | 11/28/23 | 50 points | CACREP 6.B.c., d., i., j., k., m. |
| Total Points:  | 200  |  |  |

**\*Please note, these assignments can be submitted earlier, depending on your teaching demonstration schedule. Please notify me when you have submitted the materials.**

**Course Content Outline:**

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| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 8/22/23Synchronous | Introduction to course.Roles and responsibilities related to educating counselors. | H&W: Chapter 1ACES (Preface, p.4-9; Section 3, p. 30-37, Section 9, p. 92-102)Additional readings posted to CANVAS |  | CACREP 6. B.a. |
| 2 | 8/29/23Synchronous  | Curriculum design and instructional delivery: Developing a Teaching PhilosophyEthical and Legal Issues: Understanding Remediation, Retention and Dismissal | H&W: Chapters 7, 8Palmer: Chapter 1CACREP 2024 Standards*ACA Code of Ethics* 2014: Section FACES (Section 2, p.19-29; Section 10, p.103-121)Additional readings posted to CANVAS | Reflection 1: CACREP 6.B.a., b., c., d., e., f.,  | CACREP 6.B.c., d., k., |
| 3 | 9/5/23In-Person  | Curriculum design and instructional delivery: CACREP 2024Learning Theories, andragogy, and adult learning theoriesUniversal Design and Lesson Planning/Teaching | H&W: Chapter 5,7, &8CACREP 2024 StandardsACES (Section 5)Additional readings posted to CANVAS |  | CACREP 6.B.c., d., g. |
| 4 | 9/12/23 In-Person Rachael Estes | Pedagogy and teaching methods relevant to counselor education: Skills and KnowledgeCreating and supporting engaging class environments  | H&W: Chapter 10Palmer: Chapter 3ACES (Section 5)Additional readings posted to CANVAS  | **Reflection 2:** CACREP 6.B.a., b., c., d., e., f., g. | CACREP 6.B.c., d.,  |
| 5 | 9/19/23Synchronous Paul Tierney | Pedagogy and teaching methods relevant to counselor education: Skills and KnowledgeExperiential Learning, Application, and Discussions  | H&W: Chapter 10Palmer: Chapter 3ACES (Section 5)Additional readings posted to CANVAS |  | CACREP 6.B.c., d. |
| 6 | 9/26/23In-Person | Instructional and curricular evaluation methods:Evaluation of your teaching: methods and practices  | CACREP 2024 Standards ACES (Section 4) Additional readings posted to CANVAS | Teaching Philosophy Draft CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k. | CACREP 6.B.c., d., i., j., k. |
|  | 10/3/23In-person Rachael Estes  | The use of technology in instructional design and delivery across teaching platformsSynchronous and Asynchronous methods in Counselor Education  | H&W: Chapter 5Palmer: Chapter 3Additional readings posted to CANVAS |  | CACREP 6.B.c., d., e. |
| 8 | 10/10/23Demonstration  | Class Session for on-campus teaching demonstration  | ACES (Section 6)Additional readings posted to CANVAS |  | CACREP 6.B.c , d., f., g., h.,  |
| 9 | 10/17/23 SynchronousPaul Tierney & Rachael Estes  | Integration of diversity, equity, inclusion, and social justice principles and practices: Teaching content, teaching methods and integration into teaching practice Culturally sustaining strategies in counselor education teaching | H&W: Chapter 2,3, & 4**Completion of Hooks** ACES (Section 1)Videos: Antiracist Teaching in Counseling: Fostering Knowledge on Racism, Oppression, Privilege, and Violence <https://aub.ie/antiracist-teaching>Racial Microaggressions in Online Teaching<https://youtu.be/9cEWQJ32nqU> Additional readings posted to CANVAS | Reflection 3: CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. | CACREP 6.B.c., d., f., l. |
| 10 | 10/24/23Online Demonstration  | Online Teaching Experience  | ACES (Section 4)Additional readings posted to CANVAS | **Teaching Demonstration 1**CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k., l. | CACREP 6.B.c , d., e., f., g., h.,  |
| 11 | 11/7/23SynchronousPaul Tierney  | Integration of diversity, equity, inclusion, and social justice principles and practices: Classroom environment, discussions, and processing  | H&W: Chapter 2,3, & 4**Completion of Hooks** ACES (Section 1)Videos: Antiracist Teaching in Counseling: Fostering Knowledge on Racism, Oppression, Privilege, and Violence <https://aub.ie/antiracist-teaching>Racial Microaggressions in Online Teaching<https://youtu.be/9cEWQJ32nqU> Additional readings posted to CANVAS |  | CACREP 6.B.c., d., f., l. |
| 12 | 11/14/23In-person/ ALCA | Mentoring in Counselor Education  | H&W: Chapters 11 & 12Palmer: Chapters 6 & 7Additional readings posted to CANVAS | Reflection 4: Mentoring ProcessCACREP 6.B.m.  | CACREP 6.B.m. |
| 15 | 11/21/23 |   | Thanksgiving Break |  |  |
| 16 | 11/28/23In-person  | Teaching Colloquium |  | **Final Teaching Philosophy****Teaching Colloquium and Reflection 5****Teaching Demonstration** CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k., l. | CACREP 6.B.a., c., d.  |

**Class Policy Statements:**

1. 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.
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. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. 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.
5. 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.
6. Educational Accessibility Accommodations: Students who need accommodations 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).
7. 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.
8. 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:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
9. 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.**

**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

**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**.
	+ If you have a need for technology to support your participation in this class or do not have a space conducive for participating - **SERC provides private individual counseling spaces** (Counseling Lab) that you can reserve and use for class sessions.
	+ Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
	+ Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
	+ Students can turn off their cameras briefly if needed (e.g., break). These pauses should be ***short***. Having students on camera provides a higher level of engagement for all participants.
	+ If you have questions during class, you can raise your hand (in real time or via Zoom).
	+ Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* **Recording Sessions:** Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
	+ - Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
			* Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
			* Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
		- You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
		- As per University policies, 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 so we can discuss if accommodations are possible.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you have a health issue that prevents you from attending class please:

* Notify me in advance of your absence when possible.
	+ This is especially critical pertaining to due dates for assignments. Missing these dates may require documentation.
	+ Please be aware some courses have **specific attendance requirements** that are linked to accreditation, legal and ethical standards, and meeting programmatic requirements.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments electronically as much as possible.

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.