

**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

**Meets:** Mondays, 4:00 – 6:50 PM CST,Haley Center 1221

**Date Syllabus Revised:** August 2020, August 2021, August 2022, August 2023, August 2024

**Instructor:** Lindsay Portela, Ph.D., LPC, NCC

Email: lkp0004@auburn.edu

Office: 2018 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 <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1>

Council for Accreditation of Counseling and Related Education Programs. (2024). *2024 CACREP Standards.* Retrieved from <https://www.cacrep.org/for-programs/2024-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. There will be a heavy focus on classroom discussion and engagement.

**Class Format:** This course is designated as a digital delivery course that is provided in an in-person format. The course also utilizes digitally delivered content and evaluation formats (Tevera, Canvas and Zoom).

## Course Objectives:

Upon completion of this course, students will gain knowledge and skills related to:

 1.   Theories, models, and skills of leadership (CACREP

 6.B.5.a)

2.   Leadership and leadership development in professional organizations. (CACREP 6.B.5.b)

3.   Leadership in counselor education programs (CACREP 6.B.5.c)

4.   Accreditation standards and program accreditation processes, including self-studies

 and program reports (CACREP 6.B.5.d)

5.   Management and administration in agencies, 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 sociopolitical and social justice issues and how those issues affect the

 counseling profession (CACREP 6.B.5.h)

9.   Models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor 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 of leadership in relation to diversity, equity, inclusion, and social justice

 issues (CACREP 6.B.5.k)

12. Culturally sustaining leadership and advocacy practices (CACREP 6.B.5.l)

13. Ethical leadership and advocacy practices (CACREP 6.B.5.m)

14. Role of self-care in advocacy and leadership (CACREP 6.B.5.n)

15. Screening, remediation, and gatekeeping functions relevant to teaching

 (CACREP 6.B.3.i)

*These course objectives are based on the CACREP (2024) 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: In small groups students will identify a current sociopolitical and social justice issue affecting the counseling profession as well as 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 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 at least 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.

Students will complete a reflection based on these components and their engagement with the process of joining professional organizations, attending professional conferences, and engaging in training opportunities.

**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.

## Course Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic**  | **Assignments**  | **Readings**  | **CACREP Standards (2024)** |
| 1 | 8/26 | **Orientation to the Course****-**CED Program Overview |  | **Doctoral Handbook**  |  |
| 2 | 9/2 | **No Class Labor Day** |
| 3 | 9/9 | **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 |
| 4 | 9/16 | **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)****-Principals and Practices of Leadership Excellence**[**https://www.cacrep.org/for-programs/2016-cacrep-standards/**](https://www.cacrep.org/for-programs/2016-cacrep-standards/)[**https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf**](https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf) | 6.B.5.b-d |
| 5 | 9/23 | **Leadership and Professional Issues in Counselor Education:**-Ethics in CED-Gatekeeping/Remediation-Program Coordination Panel |  | **ACA code of ethics****(Kimball et al., 2019)****(Schuerman et al., 2017)****(Gilbert et al., 2019)** | 6.B.5.c6. B. 3. i |
| 6 | 9/30 | **Leadership and Professional Issues in Counselor Education:** -Consultation Models -Self-care  | ***Counselor Education and Leadership: Component 2*** | **(Foss-Kelly & Protivnak, 2017)****Every Semester Needs a Plan****(Diltz et al., 2011)** | 6.B.5.g,n |
| 7 | 10/7 | **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**](https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf) | 6.B.5.i-m |
| 8 | 10/14 | **Working Session-Advocacy Project** |  |  | 6.B.5.i-m |
| 9 | 10/21 | **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 | 10/28 | **Leadership in Counselor Education: Responding to Crises and Disasters****-**Professional Training |  | [**https://www.samhsa.gov/dtac/ccp-toolkit/train-your-ccp-staff**](https://www.samhsa.gov/dtac/ccp-toolkit/train-your-ccp-staff) | 6.B.5.f |
| 11 | 11/4 | **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 | 11/11 | **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 | 11/18 | **ALCA – Professional Leadership and Advocacy** **Attend ALCA conference** | ***Professional Leadership Assignment***  |  | 6.A.2.b,c,f |
| 14 | 11/25-29 |   **Thanksgiving Holiday**  **NO CLASS** |  |  |  |
| 15  | 12/3 | **Trends in Counselor Education:**-Technology-Distance Education  | ***Revised Professional Development plan******Remediation and Gatekeeping Assignment*** |  **(Sherperis et al., 2020)** | 6.A.2.g |

**\*** Course schedule subject to change \*

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: 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.
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. 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

**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.

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* 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.

**Diversity Statement**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.