

COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

# **COUN 8510 Contemporary Issues in Counselor Education Syllabus**

## Course Number: COUN 8510

**Course Title:** Contemporary Issues in Counselor Education

**Credit Hours:** 3 Semester hours

**Prerequisites:** Doctoral Standing in Counselor Education

**Date Syllabus Revised:** August 2025

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

Email: lkp0004@auburn.edu

Office Hours: By appointment

**Required:**

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-codeof-ethics.pdf?sfvrsn=55ab73d0\_1](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/>

**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. There will be a heavy focus on classroom discussion and engagement.

**[AU CED Command Center Box Hub](https://auburn.box.com/s/6q5nl5c2gps6a77lsmea1tleafqcst9b)**

**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:

***Assignment: Counselor Education & Leadership Plan****Total: 30 points
Related CACREP Standards: 6.B.5.a–h*

This two-part project is designed to help you explore who you are becoming as a counselor educator and leader. You’ll create a personalized academic and leadership plan that reflects your values, strengths, and professional goals while also integrating critical considerations around ethics, culture, and identity. This project is your opportunity to begin shaping your professional identity as a counselor educator. It supports intentional planning, introduces you to leadership frameworks relevant to our field, and helps you recognize how your values and worldview impact your role in the profession.

***Component 1: Academic & Professional Planning (15 points)*** In this section, you’ll outline a clear, thoughtful plan for how you want to engage across the five core domains of the doctoral program:

* Research
* Teaching
* Supervision
* Counseling
* Leadership/Advocacy

Your plan should include:

* Specific short- and long-term goals for each domain
* Strategies you will use to support your professional and personal well-being (i.e., how you’ll practice self-care while navigating the demands of doctoral training)

***Component 2: Leadership Model & Application (15 points)*** In this section, you’ll identify a leadership theory or model that aligns with your values and emerging identity as a counselor educator. Then, bring that model to life by:

* Describing 2–5 concrete ways you could apply this model in your professional service, teaching, supervision, or organizational roles
* Reflecting on the cultural, diversity, and ethical dimensions of the model—What challenges might arise in practice? How does the model support (or fall short on) inclusion and equity?

***Assignment: Faculty Interview & Reflection****Total: 30 points
Related CACREP Standards: 6.B.3.f, 6.B.3.h*

As you begin your doctoral journey, one of the most valuable relationships you will build is with your Major Professor (Chair). This assignment invites you to initiate that relationship with intention by conducting a one-on-one interview focused on their leadership style, research engagement, and professional identity as a counselor educator. This assignment is designed to help you build connection and context early in your doctoral experience. It gives you a real-world perspective on counselor educator roles and opens a conversation that may help shape your own identity, values, and direction in the program.

You are required to interview your assigned Major Professor. This conversation must take place within the first five weeks of the semester. Use the following guiding themes during your interview:

* Leadership: How do they define and demonstrate leadership in counselor education, research, and/or professional organizations?
* Research: What drives their scholarly work? How do they stay focused, productive, or inspired?
* Professional Identity: How has their counselor educator identity evolved? What roles, values, or formative experiences shaped it?

You may personalize your interview with additional questions based on your interests or curiosity—this is your opportunity to learn from someone who has walked the road you're beginning.

***Reflection Paper Guidelines (2 pages total)*** Structure your paper in two clear sections:

1. Interview Summary (approx. 1 page): Briefly synthesize the most meaningful takeaways from your conversation. Focus on key themes, insights, and observations that stood out to you.
2. Personal Reflection (approx. 1 page): Share what you took from the experience and how it influenced your understanding of the field. Consider:
* What did you learn that you didn’t expect?
* How did this deepen or shift your thinking about counselor education?
* In what ways might this inform your growth as a scholar, teacher, leader, or advocate?

**Writing & Formatting Expectations:** While the tone of this assignment is reflective and personal, please use APA 7th edition guidelines when citing any articles, models, or academic sources referenced in your summary or reflection. You are not expected to use heavy citation, but if a theory or framework is discussed, especially one you choose to expand on, acknowledge it appropriately.

***Assignment: Advocacy in Counselor Education****Total: 45 points
Related CACREP Standards: 6.B.5.i–l
Format: Individual and Group Components*

This project is designed to deepen your understanding of advocacy as a core responsibility of counselor educators. You’ll define your own approach to advocacy, analyze ethical and cultural dimensions, and collaborate on a group project to respond to a current sociopolitical or social justice issue in the counseling field. Advocacy is not a side skill, it’s central to the work of counselor educators. This assignment gives you space to define your stance, engage with timely issues, and begin acting on your values in real, applied ways. It also helps develop leadership, collaboration, and systems-level thinking that will serve you throughout your career.

***Component 1: Individual Advocacy Model & Application (15 points)***

In this individual portion, you will:

1. Select and describe a model of advocacy that resonates with you (e.g., ACA Advocacy Competencies, the ADVOCATE model, etc.).
2. Define what advocacy means to you as a developing counselor educator. How do you see your role in promoting change at the student, institutional, or systemic level?
3. Discuss key cultural, diversity, and ethical factors that influence your model. Consider how privilege, positionality, and identity affect your approach to advocacy.
4. Outline specific strategies or steps you would take to enact this model in real-life counselor education settings.

***Component 2: Group Advocacy Plan & Action (30 points)***

Working in small groups, you will:

1. Identify a current sociopolitical or social justice issue that is impacting the counseling profession (e.g., access to mental health services, DEI in counselor education, barriers for marginalized students, etc.).
2. Develop a practical advocacy plan for addressing this issue at the counselor education level. This should include clear goals, intended impact, stakeholders involved, and action steps.
3. Present or enact your plan through a collaborative initiative supported by the CSI (Chi Sigma Iota) chapter or another appropriate venue. This could be in the form of a panel, workshop, professional development session, or awareness campaign.

***Writing & Formatting Expectations:*** For the individual component, use APA 7th edition guidelines when referencing models, articles, or advocacy frameworks. You are encouraged to write in a reflective, thoughtful tone, this is about what advocacy means to you, but citations and formatting should still align with professional standards.

***Assignment: Remediation & Gatekeeping Case Analysis***

*Total: 30 points
Related CACREP Standard: 6.B.3.i*

This assignment gives you the opportunity to explore the complexities of gatekeeping in counselor education through ethical case analysis. As future faculty and supervisors, you will be expected to protect the profession and clients by identifying concerns, upholding standards, and responding in a fair, developmentally appropriate, and ethically sound way. Gatekeeping is one of the most challenging and ethically complex roles in counselor education. This assignment helps you begin thinking critically about how to balance student support with client and community protection, while aligning with ethical and accreditation standards that guide our profession.

***Assignment Instructions:*** You will be provided with a case scenario that involves an ethical concern related to remediation and gatekeeping. Using the case as a foundation, you will write a short analysis (2–3 pages) that addresses the following:

1. **Case Summary:**
	1. Briefly summarize the situation and the student’s behavior or concern.
	2. Highlight what makes this a gatekeeping issue rather than just a developmental concern.
2. **Evaluation Methods:**
	1. Identify the tools, strategies, or data sources you would use to assess the nature and severity of the concern (e.g., feedback from supervision, assignments, dispositions assessments, client reports).
3. **Ethical & Professional Issues:**
	1. Identify and discuss key ethical principles involved.
	2. Reference relevant ACA Code of Ethics and/or CACREP standards.
	3. Consider power dynamics, cultural implications, and faculty responsibilities.
4. **Remediation Plan:**
	1. Propose a specific, developmentally appropriate plan to support the student.
	2. Include steps, benchmarks for success, timeline, and potential outcomes if remediation fails.
	3. Reflect on the balance between support and accountability in your plan.

 ***Writing & Formatting Expectations:*** Please follow APA 7th edition guidelines for citations and references. You may write in a professional, clinical tone, but this is also a space to show thoughtful reflection and problem-solving. You are not expected to “solve” the case perfectly; focus on your rationale and decision-making process.

***Assignment: Professional Leadership Exploration****Total: 30 points
Related CACREP Standards: 6.B.5.a–h*

This assignment invites you to begin engaging with the profession as a leader-in-training. Through intentional involvement in professional organizations, conferences, and training opportunities, you'll explore what leadership looks like beyond the classroom and begin identifying how you want to contribute to the field of counselor education. Leadership in counselor education isn’t limited to titles, it’s demonstrated through engagement, advocacy, mentorship, and visibility. This assignment helps you take intentional steps toward becoming a professional who contributes to the field, builds community, and embodies the values of counselor education.

**Component 1: Professional Organization Membership & Leadership Role (10 points)**

* Join at least one professional counseling organization (e.g., CSI, ALCA, ACES, ACA, ASCA, ARCA).
* Explore the leadership structure of the organization you joined (e.g., committees, student roles, officer positions).
* Identify one leadership role—formal or informal—that you would be interested in holding during your time in the doctoral program.
* In your reflection, describe what drew you to the organization and leadership role. What values or goals align with your interests?

**Component 2: Conference Attendance (10 points)**

* Attend the ALCA Annual Conference or another approved professional conference during the semester.
* Take notes on any sessions or speakers that resonated with you and observe how leadership shows up in the professional space
* In your reflection, describe what you learned and how it informed your view of the counseling profession and your role within it.

**Component 3: Professional Development Training (10 points)**

* Participate in one professional training opportunity relevant to counseling or counselor education. This can be a webinar, workshop, certification course, or university-hosted event.
* Focus on something that supports your development in research, supervision, teaching, advocacy, or leadership.
* In your reflection, describe how the training contributed to your growth as a future counselor educator. What did it challenge or inspire in you?

**Writing & Formatting Expectations:** Please submit a 2–3 page reflection that includes all three components. Use APA 7th edition guidelines for citing any references or materials discussed. You may use a reflective tone, but your writing should be clear, organized, and professional. Consider using subheadings for each component to guide your structure:

* Component 1: Organization & Leadership Role
* Component 2: Conference Reflection
* Component 3: Training Reflection

**Grading and Evaluation Procedures:** Grades will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **CACREP Standards (2024)** |
| Counselor Education & Leadership Plan | 30 pts | 6.B.5.a–h |
| Faculty Interview & Reflection | 30 pts | 6.B.3.f, 6.B.3.h |
| Advocacy in Counselor Education | 45 pts | 6.B.5.i–l |
| Remediation & Gatekeeping Case Analysis | 30 pts | 6.B.3.i |
| Professional Leadership Exploration | 30 pts | 6.B.5.a–h |
| **Total** | **165 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.

**COURSE SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week/Date** | **Topic & Focus** | **Assignment(s)** | **Due** | **Key Readings** | **CACREP Standards** |
| Week 1 (8/25) | Orientation + CED Program Overview | - | - | CED Doctoral Handbook | - |
| **Week 2 (9/1)** | **Labor Day – No Class** |
| Week 3 (9/8) | CED Identity + Leadership Models | - | - | Branco (2023); ACA Leadership Doc | 6.A.2.f; 6.B.5.a |
| Week 4 (9/15) | Roles & Accreditation | - | - | Woo et al. (2016); CACREP Standards; Weaver et al. (2023) | 6.B.5.b–d |
| Week 5 (9/22) | Ethics & Gatekeeping | Leadership Plan: Component 1 | 9/28 | ACA Code of Ethics; Kimball et al. (2019); Motroni Banik et al. (2024) | 6.B.5.c; 6.B.3.i |
| Week 6 (9/29) | Consultation & Self-Care | - | - | Foss-Kelly & Protivnak (2017); Nelson et al. (2017) | 6.B.5.g,n |
| Week 7 (10/6) | Advocacy Models & Social Justice | Leadership Plan: Component 2 | 10/13 | Decker et al. (2016); ACA Advocacy Competencies | 6.B.5.i–m |
| Week 8 (10/13) | Working Session – Advocacy Project | Group Work Checkpoint (non-graded) | - | - | - |
| Week 9 (10/20) | Crisis Leadership (Guest Speaker) | Advocacy Assignment: Component 1 | 10/26 | SAMHSA DTAC; College Mental Health | 6.B.5.f |
| Week 10 (10/27) | Dual Relationships & Role Tensions |  | - | Dickens et al. (2019) | - |
| Week 11 (11/3) | Disability Culture in CED | Advocacy Assignment: Component 2 | 11/9 | Schuster et al. (2021) | 6.B.5.i–m |
| Week 12 (11/10) | Academic Writing & Research Identity | Faculty Interview Reflection | 11/16 | Foster & Ray (2012) | 6.A.b,c; 6.B.4.h.i |
| Week 13 (11/17) | Attend ALCA Conference | Remediation & Gatekeeping Assignment | 11/22 | - | 6.A.2.b,c,f |
| **Week 14 (11/24)** | **Thanksgiving Break – No Class** |
| Week 15 (12/1) | Technology & Distance Ed | Professional Leadership Assignment | 12/6 | Sherperis et al. (2020) | 6.A.2.g |

**Class Policy Statements:**

1. Course communication: University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions. 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. Final documentation will be uploaded to both Canvas and Tevera. Auburn provides students with helpful tips for proper email etiquette which can be found [here.](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay?v2)
2. Attendance: Students may miss up to one class for any reason without penalty. Additional absences (without prior or retroactive excusal) will result in a 5-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.
3. Excused Absences: Students are granted excused absences from class for the following university approved reasons. 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 th[e *Student EPolicy Handbook*](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108) for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, midterm 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). If you miss an assignment, you have one week to contact the instructor and address the issue. 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: All portions of the Auburn University student academic honesty code (Title XII) found in th[e Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585) 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. 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

**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, 2024). All academic content approved by CACREP is for advanced Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**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.

## 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. o 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) 8442096 (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.

## Mental Health

If you or someone you know needs support, you are encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-8441305. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334844-5123. Learn more about mental health information on campus at auburn.edu/scps.

## Basic Needs

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305 for resources and support.

## Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform th[e Title IX Office,](https://auburn.edu/administration/tix-eeo/titleix.php) who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures.

If you would like to speak with someone confidentially, [Safe Harbor](https://studentaffairs.auburn.edu/safe-harbor/) (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources.

Linked Articles

Nelson, J.R., Hall, B.S, Anderson, J.L., Birtles, C., & Hemming, L. (2017): [Self–Compassion as Self-Care: A Simple and Effective Tool for Counselor Educators and Counseling Students](https://self-compassion.org/wp-content/uploads/2018/05/Nelson2017.pdf). *Journal of Creativity in Mental Health*

Branco. S. (2023). [Actionable Advocacy: Application of Socially Just and Culturally Responsive Counseling Leadership Model](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1597&context=jcps). *Journal of Counselor Preparation and Supervision,* 17(2)*, 7.*

Dickens, K. N, Cleveland, R. E, & Amason, L. (2019). [Counselor Education Graduate Students’ Experiences with Multiple Roles and Relationships](https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=1018&context=jcrp). *Journal of Counseling Research and Practice,* 5*(1)*, 1 -1 5.

Decker, K.M., Manis, A.A., & Paylo, M.J. (2016). [Infusing Social Justice Advocacy Into Counselor Education: Strategies and Recommendations](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1092&context=jcps). *Journal of Counselor Preparation & Supervision,* 8(3).

Farrell, I.C., Barrio, Minton, C.A, DeDiego, A.C (2023). [Doctoral Students Balancing the Roles and Relationships of Counselor Education](https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=6317&context=tqr). *The Qualitative Report,* 28*(12),3536 – 3553.*

Foster, R.D. and Ray, D.C. (2012). [An Ethical Decision-Making Model to Determine Authorship Credit in Published Faculty–Student Collaborations](https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-007X.2012.00018.x?saml_referrer). *Counseling and Values*, 57: 214-228.

Foss-Kelly, L. L., & Protivnak, J. J. (2017). Voices from the Desks: [Exploring Student Experiences in Counselor Education](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1181&context=jcps). *Journal of Counselor Preparation and Supervision, 9*(2).

Kimball, P.K., Phillips. L.C., Kirka, K.E., Harrichand, J.J.S. (2019). [Gatekeeping: A Counselor Educator’s Responsibility to the Counseling Profession and Community.](https://www.researchgate.net/publication/342669311_Gatekeeping_A_counselor_educators%27_responsibility_to_the_counseling_profession_and_community) *International Journal on Responsibility: Responsibility in Counselor Training and Practice*, 3 (2).

Montroni Banik, J.L., Coule, K.F., Bradley, N., & Rizzo, J.M. (2024). [Client Welfare as an Anchor: Lived Experiences of Gatekeepers in Counselor Education](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1692&context=jcps). *Journal of Counselor Preparation & Supervision,* 18*(2).*

Schuster, J.E, Rocha, L., Sevillano, A., Green-Johnson, F, & Gerlach, J. (2021). [ADVOCATE: A Legislative Advocacy Model for Counseling Students](https://trace.tennessee.edu/cgi/viewcontent.cgi?article=1127&context=tsc). *Teaching and Supervision in Counseling,* (3), 1.

Sheperis, D., Ordway, A. & Lamar, M. (2020). [Legal and Ethical Challenges in Online Counselor Education](https://www.researchgate.net/publication/340546064_Legal_and_Ethical_Challenges_in_Online_Counselor_Education). The Professional Counselor. 10. 106-119.

Weaver, J. L., Williams, K., & Swank, J. M. (2023). [Shaping the Counseling Profession: Analyzing the Leadership Experiences of Former American Counseling Association (ACA) State Branch Presidents](https://jecel.scholasticahq.com/article/77620-shaping-the-counseling-profession-analyzing-the-leadership-experiences-of-former-american-counseling-association-aca-state-branch-presidents). *Journal of Ethical Educational Leadership*, 1–26.

Woo, H., Storlie, C. A., & Baltrinic, E. R. (2016). [Perceptions of professional identity development from counselor educators in leadership positions](https://onlinelibrary.wiley.com/doi/epdf/10.1002/ceas.12054?saml_referrer). *Counselor Education and Supervision, 55*(4), 278–293.

https://aura.antioch.edu/cgi/viewcontent.cgi?article=2049&context=etds

SYLLABUS DISCLAIMER

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.