



COUN 717: Ethics and Professional Development

Course Syllabus: Spring 2019

Tuesdays from 4:30-7:10pm in Room 106 at CHEC (McKinney)

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC

Office Location: Binnion 220A (Commerce); CHEC (McKinney)

Office Hours: Tuesdays from 3-4:30pm and Thursdays from 3-4:30pm (CHEC in McKinney),
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Preferred Form of Communication: Email

Communication Response Time: 24-48 hours, Monday-Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Atieno Okech, J. E., & Rubel, D. J. (2019). *Counselor education in the 21st Century: Issues and experiences*. Alexandria, VA: American Counseling Association.

**Other readings as assigned (see required supplemental readings below)

Required Supplemental Readings

Ackerman, A. M. (2017). An integrated model for counselor social justice advocacy in child welfare. *The Family Journal*, 25, 389-397. doi:10.1177/1066480717736061

Association for Counselor Education and Supervision. (2011). *Best practices in clinical supervision*. Retrieved from <https://www.acesonline.net/sites/default/files/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf>

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author. Retrieved from https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Amatrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling & Development*, 92, 154-161.

Barreto, A. (2012). Counseling for the training of leaders and leadership development: A commentary. *The Professional Counselor*, 2, 226-234. doi:10.15241/abb.2.3.226

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The syllabus/schedule are subject to change

- Celinska, D., & Swazo, R. (2016). Multicultural Curriculum Designs in Counselor Education Programs: Enhancing Counselors-in- Training Openness to Diversity. *The Journal of Counselor Preparation and Supervision, 8*(3). doi:10.7729/83.1124
- Council for Accreditation of Counseling and Related Educational Programs. (2016) *2016 CACREP Standards*. Retrieved from <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>
- Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling & Development, 86*, 269-278.
- Decker, K. M., Manis, A. A., & Paylo, M. J. (2016). Infusing social justice advocacy into counselor education: Strategies and recommendations. *The Journal of Counselor Preparation and Supervision, 8*(3). doi:10.7729/83.1092
- Drescher, J., Schwartz, A., Casoy, F., McIntosh, C. A., Hurley, B., Ashley, K., ... Tompkins, D. A. (2016). The Growing Regulation of Conversion Therapy. *Journal of Medical Regulation, 102*, 7-12.
- Kaplan, D. M. (2014). Ethical implications of a critical legal case for the counseling profession: Ward v. Wilbanks. *Journal of Counseling & Development, 92*, 142-146
- Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 Principles for Unifying and Strengthening the Profession. *Journal of Counseling & Development, 89*, 367-372.
- Kaplan, D. & Martz, E. (2014, November). New concepts in the ACA code of ethics: Raising the bar for counselor educators. *Counseling Today, 57*(5), 26-27.
- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development, 92*, 366-372.
- Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationships: A decision-making model. *Journal of Counseling & Development, 92*, 180-187. doi:10.1002/j.1556-6676.2014.00146.x
- Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2003). *ACA Advocacy Competencies*. Retrieved from http://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf

Limberg, D., Bell, H., Super, J. T., Jacobson, L., Fox, J., DePue, M. K., ... Lambie, G. W. (2013). Professional identity development of counselor education doctoral students: A qualitative investigation. *The Professional Counselor, 3*, 40-53. doi:10.15241/dll.3.1.40

McAdams, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*, 212- 229.

Osborne, J. L., Collison, B. B., House, R. M., Gray, L. A., Firth, J., & Lou, M. (1998). Developing a social advocacy model for counselor education. *Counselor Education and Supervision, 37*, 190-202. doi:10.1002/j.1556-6978.1998.tb00544.x

Solmonson, L. (2010). *Developing advocacy skills: A program model*. Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_27.pdf

Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009). Promoting systemic change through the ACA advocacy competencies. *Journal of Counseling & Development, 87*, 260-268. doi:10.1002/j.1556-6678.2009.tb00105.x

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

***Note: This course uses D2L as it Learning Management System

COURSE DESCRIPTION

Catalogue Description of the Course

717. *Ethics and Professional Development*.

Three semester hours. Examines ethical and professional development issues in counseling and behavioral sciences.

Prerequisite: Doctoral status.

General Course Information

In addition to various codes of ethics, professional issues concerned with licensure and other credentialing processes, professional identity, and current issues within the counseling profession (including counselor education and supervision) will be discussed.

Doctoral Student Learning Outcomes

2009 CACREP Standards Addressed in COUN 717

| Doctoral Standard | Learning Activity or Assignment | Assessment |
|--------------------------|--|-------------------|
|--------------------------|--|-------------------|

| | | |
|---|---|---|
| 4.A.4. Understands legal, ethical, and multicultural issues associated with clinical supervision. | [(Atieno Okech & Rubel, 2019) Chapters 3, 5]; American Counseling Association (2014); Association for Counselor Education and Supervision. (2011) | Key Assessment 1: Conference Content Session Proposal; Brief In-Class Content Session Presentation |
| 4.C.3. Understands ethical, legal, and multicultural issues associated with counselor preparation training. | [(Atieno Okech & Rubel, 2019) Chapters 3, 5]; American Counseling Association (2014); Association for Counselor Education and Supervision. (2011); McAdams, Foster, & Ward (2007); Kaplan, D. M. (2014); Multicultural and Social Justice Counseling Competencies (http://www.counseling.org/knowledge-center/competencies); Clinska & Swazo (2016) | Key Assessment 1: Conference Content Session Proposal; Brief In-Class Content Session Presentation |
| 4.F.4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences. | [(Atieno Okech & Rubel, 2019) Chapter 6] | Key Assessment 1: Conference Content Session Proposal; Brief In-Class Content Session Presentation |
| 4.I.1. Understands theories of leadership and skills of leadership. | [(Atieno Okech & Rubel, 2019) Chapters 9, 10]; Barreto (2012) | Key Assessment 2: Leadership and Advocacy Paper |
| 4.I.2. Understands advocacy models. | Decker, Manis, & Paylo (2016); Solmonson (2010); Ackerman (2017); Osborne et al. (1998) | Key Assessment 2: Leadership and Advocacy Paper |
| 4.I.4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters. | [(Atieno Okech & Rubel, 2019) Chapters 10 & 11] | Key Assessment 2: Leadership and Advocacy Paper |
| 4.I.5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. | [(Atieno Okech & Rubel, 2019) Chapter 1]; American Counseling Association (2014); Amatrano (2014); Kocet & Herlihy (2014); Drescher et al. (2016); Kaplan & Gladding (2011); Kaplan, Tarvydas, & Gladding (2014) | Key Assessment 1: Conference Content Session Proposal; Brief In-Class Content Session Presentation |
| 4.J.2. Demonstrates the ability to advocate for the profession and its clientele. | [(Atieno Okech & Rubel, 2019) Chapter 2 & 10]; Decker, Manis, & Paylo (2016); Solmonson (2010) | Key Assessment 1: Conference Content Session Proposal; Brief In-Class Content Session Presentation |

Content Areas include, but are not limited to, the following:

- I. Professional writing, publications, and presentations
- II. Professional issues in counselor education and supervision
- III. Professional advocacy

- IV. Professional identity
- V. Advocacy action planning
- VI. Theories and models of leadership
- VII. Legal issues and ethical standards related to counselor education, supervision, and counselor preparation

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

**Note. All assignments are to be submitted in D2L

1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (24 – 26 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-23 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. Professional Identity Paper (30 points)

The professional identity of counselor educators or clinical supervisors primarily begins in one's doctoral preparation and training program. In this assignment, you must address your professional identity development by addressing these four areas: (a) identify and describe your current professional identity, (b) identify critical events, tasks, or experiences that influenced your current professional identity, (c) identify and describe your future professional identity (where you see yourself after graduation), and (d) identify and describe how you will achieve your future professional identity. The assignment must adhere to the APA 7th edition standards, be a maximum of 5 pages (double-spaced), and include a title page and a reference page (if appropriate).

Professional Identity Paper Rubric

| | 1 – Does Not Meet Expectations (0 - 4.7 points) | 2 – Meets Expectations (4.8 - 5.3 points) | 3 – Exceeds Expectations (5.4 - 6 points) |
|---|--|---|---|
| Current Professional Identity (6 points) | Current professional identity not addressed/explored or insufficiently addressed/explored; does not meet standards of doctoral level coursework | Current professional identity addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework | Current professional identity well-addressed/explored; meets standards of doctoral level coursework |
| Critical Events, Tasks, or Experiences (6 points) | Critical events, tasks, or experiences not addressed/explored or insufficiently addressed/explored; does not meet standards of doctoral level coursework | Critical events, tasks, or experiences addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework | Critical events, tasks, or experiences well-addressed/explored; meets standards of doctoral level coursework |
| Future Professional Identity (6 points) | Future professional identity goals not addressed/explored or insufficiently addressed/explored; does not meet standards of doctoral level coursework | Future professional identity goals addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework | Future professional identity goals well-addressed/explored; meets standards of doctoral level coursework |
| Achievement of Future Professional Identity Goals (6 points) | Achievement (“how”) of future professional identity goals not addressed/explored or insufficiently addressed/explored; does not meet standards of | Achievement (“how”) of future professional identity goals addressed/explored but one or two points were underdeveloped; meets standards of | Achievement (“how”) of future professional identity goals well-addressed/explored; meets standards of doctoral level coursework |

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| | doctoral level coursework | doctoral level coursework | |
| APA Style (6 points) | Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate) | Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate) | Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate) |

3. Key Assessment 1: Conference Content Session Proposal (60 points)

An important part of demonstrating success as a counseling professional is developing program proposals for presentation at state, regional, or national counseling conferences (Doctoral Standard 4.F.4).

This assignment consists of two parts. First, you will develop a content session program proposal suitable for presentation at state, regional, or national counseling conference. Your program proposal should be specific to a professional issue in counselor education or clinical supervision at the doctorate level (e.g., ethical issues in teaching, research, and service; tenure and promotion; academic and university culture; supervision of challenging students/interns, supervision and current and former counseling students, gatekeeping, etc.) that is of particular interest to you in your future professional role. If you are uncertain about a topic, please discuss your concerns with the course instructor immediately. The content session proposal must address the following areas: (a) identification and sufficient detail of professional issue; (b) identification and sufficient detail of ethical, legal, and multicultural considerations specific to the issue raised; and (c) identification and sufficient detail of strategies used to advocate for the profession and clients as it relates to the issue raised (see Content Session Proposal Rubric below). See Appendix A for Conference Content Session Proposal Outline.

Key Assessment 1: Content Session Proposal Rubric

(Doctoral Standards IV.A.4, IV.C.3, IV.F.3, IV.F.4, IV.I.5, IV.J.1, & IV.J.2)

| | 1 – Does Not Meet Expectations (0 - 11.9 points) | 2 – Meets Expectations (12 - 13.4 points) | 3 – Exceeds Expectations (13.5 - 15 points) |
|--------------------------------|--|--|--|
| Professional Issue (15 points) | Professional issue identified does not relate to counselor education or clinical supervision at the doctorate level; topic was not discussed in sufficient | Professional issue identified relates to counselor education or clinical supervision at the doctorate level; topic | Professional issue identified relates to counselor education or clinical supervision at the doctorate level; topic |



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| | detail or was inappropriate for doctoral level coursework | was discussed in sufficient detail but excluded one or two key considerations; meets the criteria of doctoral level coursework | was discussed in sufficient detail and did not exclude any key considerations; meets the criteria of doctoral level coursework |
| Ethical, Legal, and Multicultural Considerations (15 points) | Ethical, legal, and multicultural considerations were not related to the identified professional issue; ethical, legal, and multicultural considerations were not discussed in sufficient detail or were inappropriate for doctoral level coursework | Ethical, legal, and multicultural considerations were related to the identified professional issue; ethical, legal, and multicultural considerations were discussed in sufficient detail but excluded one or two key considerations; meets the criteria of doctoral level coursework | Ethical, legal, and multicultural considerations were related to the identified professional issue; ethical, legal, and multicultural considerations were discussed in sufficient detail and did not exclude any key consideration; meets the criteria of doctoral level coursework |
| Advocacy (15 points) | Strategies for professional and client advocacy were not related to the identified professional issue; strategies for professional and client advocacy were not discussed in sufficient detail or were inappropriate for doctoral level coursework | Strategies for professional and client advocacy were related to the identified professional issue; strategies for professional and client advocacy were discussed in sufficient detail but excluded one or two key considerations; meets the criteria of doctoral level coursework | Strategies for professional and client advocacy were related to the identified professional issue; strategies for professional and client advocacy were discussed in sufficient detail and did not exclude any key considerations; meets the criteria of doctoral level coursework |
| Proposal Quality (15 points) | Information provided appears disorganized/disjointed; proposal quality was inappropriate for doctoral level work; scholarly sources not utilized | Information provided appears mostly organized; proposal quality was appropriate for doctoral level work; scholarly sources utilized | Information provided appears completely organized; proposal quality was appropriate for doctoral level work; scholarly sources utilized |

4. Brief In-Class Content Session Presentation (60 points):

As a second component to the Conference Content Session Proposal is to turn your content session proposal into an actual brief content session presentation (Doctoral Standard 4.F.4). Student will have 20 minutes to present on their professional issue. See course schedule/calendar for presentation dates.

Brief In-Class Content Session Presentation

| | 1 – Does Not Meet Expectations (0 - 11.9 points) | 2 – Meets Expectations (12 - 13.4 points) | 3 – Exceeds Expectations (13.5 - 15 points) |
|---|---|---|--|
| Presentation Alignment with Content Session Proposal (15 points) | Presentation does not align or only tangentially aligns with content session proposal; presentation does not meet standards of doctoral level coursework | Presentation mostly aligns with content session proposal but excludes one or two key considerations; presentation meets standards of doctoral level coursework | Presentation completely aligns with content session proposal; presentation meets standards of doctoral level coursework |
| Articulation of professional issue with the context of ethical, legal, and multicultural considerations and strategies of advocacy (15 points) Doctoral Standards 4.I.5, 4.J.2, 4.C.3, 4.A.4., & 2.C.7 | Professional issue was not articulated within the context of any ethical, legal, and multicultural considerations and strategies of advocacy; articulation of professional issue does not meet standards of doctoral level coursework | Professional issue is articulated within the context of ethical, legal, and multicultural considerations and strategies of advocacy but excludes one or two key considerations; articulation of professional issue meets standards of doctoral level coursework | Professional issue is articulated within the context of ethical, legal, and multicultural considerations and strategies of advocacy and does not exclude any key considerations; articulation of professional issue meets standards of doctoral level coursework |
| Presenter Characteristics (15 points) | Presenter seemed unprepared and misinformed about topic; presenter characteristics does not meet standards | Presenter seemed mostly prepared and informed about topic; presenter characteristics meets standards of | Presenter seemed well-prepared and informed about topic and presentation appeared rehearsed; presenter |

| | of doctoral level coursework | doctoral level coursework | characteristics meets standards of doctoral level coursework |
|---------------------|---|---|--|
| Handout (15 points) | A handout was not provided; handout was missing significant information; information provided was unrelated to the content session presentation; handout quality does not meet standards of doctoral level coursework | A handout was provided; handout was not missing significant/critical information; information provided was directly related to the content session presentation; handout quality meets standards of doctoral level coursework | A handout was provided; handout was not missing significant/critical information and appeared complete and aesthetically pleasing; information provided was directly related to the content session presentation; handout quality meets standards of doctoral level coursework |

5. Key Assessment 2: Leadership and Advocacy Paper (60 points)

Counselor educators and clinical supervisors, through their advanced training and preparation, are well-positioned to serve as leaders and advocates in the field of counseling.

Step 1. Identify and describe your leadership style. Be sure to address which leadership theory (e.g., Great Man theory, trait theory, contingency theory, behavioral theory, transformational leadership, etc.) best fits you. Provided sufficient evidence that explicitly connects your chosen leadership theory to you. Identify and describe any leadership qualities and skills you may possess. Provide rationales as to why you perceive those skills to be important. *Note.* In this section of your paper, feel free to include personal examples that may better communicate your position/point of view.

Step 2. Recently, Richard Yep, CEO of the American Counseling Association, wrote a letter to the Office of the Secretary highlighting the fact that too few mental health counselors are available to the address the needs of unaccompanied children who are seeking refuge (see [https://www.counseling.org/docs/default-source/government-affairs/azar-letter-final_sr_-\(003\).pdf?sfvrsn=cc11552c_2](https://www.counseling.org/docs/default-source/government-affairs/azar-letter-final_sr_-(003).pdf?sfvrsn=cc11552c_2); Doctoral Standard 4.I.4.) . Describe and identify how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities. Be sure

to identify and describe which advocacy strategies (e.g., model) you will implement to address the shortage of counselors at U.S. border detention facilities.

The assignment must adhere to the APA 7th edition standards, be a maximum of 10 pages (double-spaced) and include a title page and a reference page. No less than eight sources can be used, and four of those sources must be peer-reviewed periodicals.

Key Assessment 2: Leadership and Advocacy Paper Rubric
(Doctoral Standards IV.I.1., IV.I.2., & IV.I.4.)

| | 1 – Does Not Meet Expectations (0 - 7.9 points) | 2 – Meets Expectations (8 - 8.9 points) | 3 – Exceeds Expectations (9 - 10 points) |
|--|---|--|---|
| Leadership Theory/style (10 points) | Leadership theory and style were not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework | Leadership theory and style were identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework | Leadership theory and style were clearly identified/addressed with no missing detail; meets standards of doctoral level coursework |
| Leadership Qualities and Skills (10 points) | Personal leadership qualities and skills were not identified/addressed or information provided was underdeveloped; absence of a rationale as to why you perceive those skills to be important; does not meet standards of doctoral level coursework | Personal leadership qualities and skills were identified/addressed but missing one or two key considerations; rationale as to why you perceive those skills to be important provided; meets standards of doctoral level coursework | Personal leadership qualities and skills were identified/addressed with no missing detail; rationale as to why you perceive those skills to be important provided; meets standards of doctoral level coursework |
| Evidence of Leadership Personalization (10 points) | Absence of evidence indicating your leadership theory fits or information provided was underdeveloped; does not meet standards of doctoral level coursework | Evidence indicating leadership theory fits but missing one or two key considerations; meets standards of doctoral level coursework | Clear evidence indicating leadership theory fits with no missing detail; meets standards of doctoral level coursework |

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| Leaderships Theory & Skills in Action (10 points) | Does not describe or identify how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities or information provided was underdeveloped; does not meet standards of doctoral level coursework | Does describe and identify how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities but missing one or two key considerations; meets standards of doctoral level coursework | Clearly describes and identifies how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities with no missing detail; meets standards of doctoral level coursework |
| Advocacy Model/Strategies (10 points) | Advocacy model/strategies were not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework | Advocacy model/strategies were identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework | Advocacy model/strategies were explicitly identified/addressed in detail with no missing information; meets standards of doctoral level coursework |
| APA Style (10 points) | Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate) | Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate) | Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate) |

GRADING

Final grades in this course will be based on the following scale:

90%-100% A

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The syllabus/schedule are subject to change

| | |
|---------|---|
| 80%-89% | B |
| 70%-79% | C |
| 60%-69% | D |
| < 59% | F |

| Assignment/Assessment | Point Value |
|---|--------------------|
| Class Participation & Attendance | 30 |
| Professional Identity Paper | 30 |
| Key Assessment: Conference Content Session Proposal | 60 |
| Brief In-Class Content Session Presentation | 60 |
| Key Assessment: Leadership and Advocacy Paper | 60 |

Total points possible = 240 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 240. The resulting value is multiplied by 100 to yield a percentage. For example: $(210 \text{ [points earned]} / 240) \times 100 = 87.5\%$

*****Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |



- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission,



will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer



all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03



<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-



Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Course Calendar

| Date | Topic | Readings | Assignments |
|--|---|--|--|
| 2/4 Week 1 | -Introductions, Course overview and expectations -Intro to counselor education -Professional Identity | - Chapter 1 & 8 (Atieno Okech & Rubel, 2019) - Article (Kaplan & Gladding, 2011) -Article (Kaplan, Tarvydas, & Gladding, 2014) -Article (Limberg et al., 2013) | -Review Syllabus (available in D2L) |
| 2/11 Week 2 | -Current topical and political issues (e.g., licensure portability, CACREP, conversion therapy, discrimination against LGBTQ [Ward v. Wilbanks & Keeton v. Anderson-Wiley], etc.) | - Chapter 1 (Atieno Okech & Rubel, 2019) -American Counseling Association (2014) -Article (Amatrano, 2014) -Article (Kocet & Herlihy, 2014) -Article (Drescher et al., 2016) | -Professional Identity Paper Due (submit in D2L) |
| 2/18 Week 3 | -Scholarship in counselor education -Conference program proposal development | -Chapter 6 (Atieno Okech & Rubel, 2019) | |
| 2/25 Week 4 TACES Conference (2/27 – 2/28) | -Ethical, legal, and professional issues in counselor education and supervision | -Chapter 3 & 5 (Atieno Okech & Rubel, 2019) -American Counseling Association (2014) -Association for Counselor Education and Supervision. (2011) - Article (McAdams, Foster, & Ward, 2007) - Article (Kaplan, 2014). | |



| | | | |
|--|--|--|---|
| 3/3 Week 5 | -Multicultural issues associated with counselor preparation training and clinical supervision | -Association for Counselor Education and Supervision (2011) - Multicultural and Social Justice Counseling Competencies (http://www.counseling.org/knowledge-center/competencies) - Article (Crethar, Torres Rivera, & Nash, 2008) -Article (Celinska & Swazo, 2016) | |
| 3/10 Week 6 | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| 3/17 Week 7 | -Overview multicultural issues associated with counselor preparation training and clinical supervision -Leadership and Advocacy -Guest Speaker: Amanda Giordano, Assistant Professor, UGA | -Chapters 9 & 10 (Atieno Okech & Rubel, 2019) - Article (Decker, Manis, & Paylo, 2016) -Article (Solmonson, 2010) -Article (Barreto, 2012) -Article (Ackerman, 2017) -Article (Osborne et al., 1998) - Lewis, Arnold, House, & Toporek, R. (2003). <i>ACA Advocacy Competencies</i> (https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies.pdf?sfvrsn=d177522c_4) -Article (Toporek, Lewis, & Crethar, 2009). | Key Assessment: Conference Content Session Proposal (submit in D2L) |
| 3/24 Week 8 | CACREP Accreditation | -2016 CACREP Standards | |
| 3/31 Week 9 | -Gatekeeping & Remediation | -Chapter 5 (Atieno Okech & Rubel, 2019) -Julea Ward V. Board of Regents Eastern Michigan University, 2009 -Jennifer Keeton V. Mary Jane Anderson-Wiley, 2011 -Butler v. Rector and Board of Visitors of the College of William and Mary, 2005 -Cash v. the Governors of Missouri State University, 2016 | |
| 4/7 Week 10 | Ethics and ethical decision making in teaching and research | -American Counseling Association (2014) -Article (Kaplan & Martz) | |
| 4/14 Week 11 ACA Conference (4/16 – 4/19) | ACA Conference – No Class | ACA Conference – No Class | ACA Conference – No Class |
| 4/21 | -Service in Counselor | -Chapter 11 (Atieno Okech & Rubel, | Key |



| | | | |
|-----------------|--|--|--|
| Week 12 | Education - Faculty Review, Promotion, and Tenure Process | 2019) -Chapter 7 (Atieno Okech & Rubel, 2019) | Assessment: Leadership and Advocacy Paper Due (submit in D2L) |
| 4/28 Week 13 | In-Class Content Session Presentations | In-Class Content Session Presentations | In-Class Content Session Presentations |
| 5/5 Week 14 | In-Class Content Session Presentations | In-Class Content Session Presentations | In-Class Content Session Presentations |

Appendix A

Conference Content Session Proposal Outline

Note. A content session proposal is a brief yet sufficiently detailed summary of what your content session will include/address. Considerations should be given to the potential audience members attending your session, that is, content and areas of exploration should align with their general interest and level of education and training.

1. Biography: name, degree, credentials, affiliations, and brief summary of your expertise areas and/or research interests.
2. Title (20 word maximum): title of content session; be creative and accurate
3. Rationale and Educational Content (6000 word maximum): Address the first three areas identified in the Content Session Proposal Rubric. Utilize in-text citations (e.g., Schmit, 2019; Schmit & Schmit, 2015) to ground your assertions. Remember to be detail oriented yet concise.
4. Objectives: Identify four or five objectives that will be accomplished by attending your presentation. For example, attendees will be able to identify various ethical, legal, and multicultural considerations related to gatekeeping in counselor education or attendees will learn three strategies to advocate for gender equality in counselor education as it relates to merit raises.
5. Program Summary (200 word max): Is a brief summary of your content session that appears in a program guide. Note that this is the only content attendees have access to when choosing which session to attend at a conference.
6. References in APA format: include scholarly sources less than five years old