College of Education • Department of Counseling and Higher Education
Counseling Program

COUN 6680: Ethical, Legal, and Professional Issues in Counseling
Course Syllabus
Spring 2022

Instructor: LaKaavia Taylor, PhD., LPC (TX), NCC, RPT
Clinical Assistant Professor & Internship Coordinator, UNT Counseling Program
Office: Welch Street Complex 2, Office 106
Course Meetings: Wednesdays 1:00-3:50pm
Office Hours: Wednesday from 10:00am –12:00pm & 4:00-5:30; and by appointment
Office Phone: 940-565-2912
Email: LaKaavia.Taylor@unt.edu

Catalog Description
3 hours. Focus on theoretical and research literature concerned with ethical, legal, and professional issues relating to counseling, counselor education, and counselor supervision.

Goals of the Course
The purpose of this course is to introduce students to professional, ethical, and legal issues for counselor educators and supervisors. Additionally, students will learn about the primary roles of counselor educators and supervisors as outlined by Council of Accreditation for Counseling and Related Educational Program’s (CACREP) five core areas for doctoral students: a) Counseling, b) Supervision, c) Teaching, d) Research and Scholarship, and e) Leadership and Advocacy. Further, COUN 6680 is intended to support the development of students’ understanding of the counselor education profession, promoting their professional identity development as counselor educators, supervisors, and advanced clinicians.

Foliotek
This course requires an assignment that will be uploaded and assessed in the UNT Foliotek. Key Performance Indications (KPI) must be uploaded into the Foliotek system for instructors to assess.
Core Curricular Experiences Covered:

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Counseling</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ethical and culturally relevant counseling in multiple settings</td>
<td>CES Doc B.1.f.</td>
<td>Readings/discussion, Professional conference presentation</td>
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<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Supervision</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tbody>
<tr>
<td>1. ethical and culturally relevant strategies for conducting supervision</td>
<td>CES Doc B.2.k.</td>
<td>Readings/discussion, Professional conference presentation</td>
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<thead>
<tr>
<th>Doctoral Professional Identity: Teaching</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tbody>
<tr>
<td>1. ethical and culturally relevant strategies used in counselor preparation</td>
<td>CES Doc B.3.h.</td>
<td>Readings/discussion, Advocacy &amp; Social justice manuscript, Professional conference presentation</td>
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<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Research and Scholarship</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tbody>
<tr>
<td>1. professional writing for journal and newsletter publication</td>
<td>CES Doc B.4.h.</td>
<td>Readings/discussion, Advocacy &amp; Social justice manuscript</td>
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<tr>
<td>2. professional conference proposal preparation</td>
<td>CES Doc B.4.i.</td>
<td>Professional conference proposal and presentation</td>
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<tr>
<td>3. ethical and culturally relevant strategies for conducting research</td>
<td>CES Doc B.4.l.</td>
<td>Readings/discussion, Advocacy &amp; Social justice manuscript</td>
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<tr>
<th>Doctoral Professional Identity: Leadership and Advocacy</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tr>
<td>1. theories and skills of leadership</td>
<td>CES Doc B.5.a.</td>
<td>Readings/discussion, CV &amp; Professional Identity, Leadership &amp; Development Plan (KPI)</td>
</tr>
<tr>
<td>2. leadership and leadership development in professional organizations</td>
<td>CES Doc B.5.b.</td>
<td>Readings/discussion, CV &amp; Professional Identity, Leadership &amp; Development Plan (KPI)</td>
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<td>Topic</td>
<td>Document</td>
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<tr>
<td>3</td>
<td>leadership in counselor education programs</td>
<td>CES Doc B.5.c.</td>
</tr>
<tr>
<td>4</td>
<td>knowledge of accreditation standards and processes</td>
<td>CES Doc B.5.d.</td>
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<tr>
<td>5</td>
<td>leadership, management, and administration in counseling organizations and other institutions</td>
<td>CES Doc B.5.e.</td>
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<tr>
<td>6</td>
<td>leadership roles and strategies for responding to crises and disasters</td>
<td>CES Doc B.5.f.</td>
</tr>
<tr>
<td>7</td>
<td>strategies of leadership in consultation</td>
<td>CES Doc B.5.g.</td>
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<tr>
<td>8</td>
<td>models and competencies for advocating at the individual, system, and policy levels</td>
<td>CES Doc B.5.h.</td>
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<tr>
<td>9</td>
<td>role and process of counselors and counselor educators advocating on behalf of the profession and professional identity</td>
<td>CES Doc B.5.i.</td>
</tr>
<tr>
<td>10</td>
<td>current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession</td>
<td>CES Doc B.5.j.</td>
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<tr>
<td>11</td>
<td>strategies of leadership in relation to current multicultural and social justice issues</td>
<td>CES Doc B.5.k.</td>
</tr>
<tr>
<td>12</td>
<td>ethical and culturally relevant leadership and advocacy practices</td>
<td>CES Doc B.5.l.</td>
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Methods of Instruction
This course is conducted in a seminar format and is intended to be facilitated by student learners. Students are expected to be active participants by contributing to class discussion in meaningful ways, reflecting substantial synthesis of information. The activities and objectives of the course are aligned with the CACREP standards.

Required Text/Readings


See Appendix A for required readings available on Canvas

Assessment

<table>
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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Attendance, Participation, &amp; Professionalism</td>
<td>15</td>
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<tr>
<td>Current Issues Discussion</td>
<td>5</td>
</tr>
<tr>
<td>CV(10pts) &amp; Professional Identity, Leadership &amp; Development Plan (KPI) (20pts)</td>
<td>30</td>
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<tr>
<td>Advocacy &amp; Social Justice Manuscript</td>
<td>30</td>
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<tr>
<td>Professional Conference Proposal (5pts) &amp; Presentation (15pts)</td>
<td>20</td>
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A = 100—90  B = 89.9—80.0  C = 79.9—70.0  F < 70.0

Current Issues Discussion 5pts (As assigned; sign up here)
As members of a scholarly community, each student will be responsible for facilitating a discussion (1 hour) related to current topical and political issues in counseling and how those issues affect the daily work of counselors, counselor educators, and the counseling profession. Students will select a topic, identify readings, and develop guided questions/activities/experiential experiences. Student will sign up for a specific date to lead the discussion (see rubric on Canvas).
Curriculum Vitae (10pts) & Professional Identity, Leadership & Development Plan (20pts) (Key Performance Indicator assessment—Foliotek)

In order to support students’ professional identity and to assist them in gaining awareness of doctoral level counselor and counselor educator activities, they will construct a curriculum vitae (CV). Students transition their current curriculum vitae (CV) or professional resumes to doctoral level CVs, detailing academic and professional experiences representative of a CACREP-accredited doctoral program. Instructions and examples are provided in class. Final CVs should be thoroughly edited, free from spelling/grammatical errors, consistently formatted throughout, and depict all necessary content areas. Additionally, students write a 6–8-page Professional Development Plan (APA style), specifically describing current, short-term, and long-term leadership and advocacy goals. In this paper students will 1) describe their current professional identity development and related significant events; 2) integrate theory and skills of leadership to oneself; 3) identify professional development opportunities within professional organizations; and 4) demonstrate knowledge of leadership roles in counselor education. Specifically, students address the following (see rubric on Canvas):

1. Current professional identity and the related significant events, encounters, tasks, or experiences that influenced your professional identity.
2. Current leadership style and skills (reference specific leadership skills and theories), as well as areas for further development. Provide sufficient evidence that explicitly connects your chosen leadership theory to you.
3. Specific short-term (during doctoral program) and long-term (post-graduation) goals for counseling leadership (i.e., what are your professional aspirations? What organizations would you like to serve? What do you want your CV to look like upon graduation?)
4. Individualized goals for the five CACREP core leadership areas: a) Counseling (issues or populations of interest), b) Supervision (skill/theory development), c) Teaching (courses of interests, instructional skill development), d) Research and Scholarship (potential research areas you are curious about), and e) Leadership and Advocacy (professional organizations and leadership in the UNT doctoral program and beyond)

Professional Advocacy & Social Justice Manuscript (30 pts)

Dissemination of scholarly work as articles published in refereed journals is an important aspect of advanced clinical work and counselor education. Therefore, students draft a scholarly manuscript, which could be submitted for publication in a national, refereed journal. Students must select a topic of interest that relates to advocacy efforts (e.g., individual, system, policy, professional identity, current issue, and/or strategy to promote multicultural and social justice issues). In the development of the scholarly conceptual piece, students are expected to connect ethics, standards, and/or best practice documents (e.g., supervision best practices, counseling ethical codes, or standards of practice documents created by ACA divisions). Students will submit a manuscript outline on 2/9/2022. Students are encouraged to write this manuscript in pairs. The manuscript is evaluated on the following criteria (see rubric on Canvas):

- Proper APA formatting and grammar (avoid passive voice, appropriate headings, punctuation, syntax, in-text citations, references—evidence of utilizing APA manual—7th edition).
o Attention to ethical considerations, standards of practice, or best practices documents
o Structure (introduction, rationale/purpose statement, research support, implications, conclusion)
o Flow (introductory statements, transition statements, concise writing style, readability, clarity, appropriate connections between research and claims)
o Review of the literature and sufficient support/references
o Manuscript clearly fills a gap in the literature in a meaningful way (next piece of the “bridge”)

Professional Conference Proposal (5pts) & Presentation (15pts, sign up here)
Students (in pairs) develop a conference session proposal suitable for presentation at a state, regional, or national counseling conference. The targeted content should be specific to ethical, legal, and professional issues related to counselor education, clinical supervision, and/or clinical practice. Presentation content should focus on doctorate level concerns (e.g. training counseling students, ethical and diverse concerns in counselor education hiring practices, multicultural considerations for supervision, addressing microaggressions in counselor education programs, supervising students/interns, ethical and gatekeeping issues in teaching, tenure and promotion, advanced consultation practices, collegiality and wellness in counselor education, grant writing in academia, ethical considerations directing a clinic or private practice). In class, students present and deliver the presentation in a format similar to that of a professional conference. Presenters must be prepared with a visual aids and handout for audience members. Presenters receive feedback from their instructor and peers. These presentations will be 60 minutes total; students must allocate 5-10 minutes for questions (see presentation rubric via Canvas).

The proposal format must include (see template & rubric via Canvas): 1) name of targeted conference (ACA, ACES, AARC, TCA, SACES, APT, etc); 2) title of session; 3) brief presenter bio; 4) rationale for proposal; 5) at least three measurable learning objectives; 6) educational content (1000 characters max); 7) targeted audience and population; 8) presentation structure; 9) handouts/materials; 10) expertise; 11) ways the presentation addresses ethical, legal, and multicultural considerations; 12) conference program guide description; and 13) scholarly references

Important Policies

Attendance, Participation, & Professionalism
Enrollment in COUN 6680 is limited to graduate students who are preparing for professional careers; thus, attendance is required, and class participation is expected as one component of professional responsibility. As the course is conducted in seminar format, student learners will actively direct and contribute to class meetings. Students are expected to read all class materials, reflect, and synthesize information in order to be prepared to make meaningful contributions to class discussion. The instructor reserves the right to deduct points for a student's grade due to lack of participation or preparation for class. At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see Master’s Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to UNT’s Academic Integrity Policy. As professionals,
students also are responsible for making productive contributions to class discussions/activities and attending respectfully to others when not contributing directly.

Please remember, professionalism includes using technology (e.g., laptops, tablets, smartphones) appropriately in class. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

14-15 points: Attends all class meeting or misses one class meeting and actively (consistently) participates in class activities and discussion. 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 inappropriate self-disclosure. Making comments that frequently help move discussion/conversation forward. No more than one absence. Rarely tardy or late from break. Contributes more days than not. Active participation, attention, and professional attitude/behaviors during course activities and role plays. Attentive and respectful toward others when not contributing directly. Student is always prepared with required course materials and evidence of reading prior to class. No concerns regarding personal characteristics. Shows ethical integrity and adheres to ACA Code of Ethics. No concerns regarding academic integrity.

12-13 points: Attends all class meetings or misses one class meeting, usually (>90%) participates in class activities and discussions. 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. No more than one absence. Comments sometimes advance discussion/conversation forward. No more than two tardy arrivals to class or from breaks. Respectful toward others when not contributing directly. Little to no concerns regarding personal characteristics. Very few instances of unprofessional behaviors that interfere with learning environment such as private conversations, off-task/topic discussions, talking during lecture, inappropriate self-disclosure, etc. Student is almost always prepared with required course materials and evidence of reading prior to class. Almost always engages in active participation, attention, and professional attitude during course activities. Little to no concerns regarding personal characteristics.

6 points: Misses two class meetings, sometimes (~50%) participates in class activities and discussions, or is late to class multiple times
Passive participation: present, awake, alert, attentive, but not actively involved or invested. Rarely contributes to class. Contributions reflect occasional preparation. Occasional or minor personal characteristics concerns. Minor, uninformed violations of academic integrity. One or more absences. Frequent, minor tardiness. Occasional unprofessional behaviors that interfere with learning environment such as private conversations, off-task/topic discussions, talking during lecture, inappropriate self-disclosure, etc. If ethical violation present, concern is minor and student takes immediate action to remedy.

<=5 pts: Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions, and on completing other assignments during class. Frequent unprofessional
behaviors that interfere with the learning environment such as private conversations, off-task/topic discussions during class or course activities, talking during lecture, inappropriate self-disclosure/jokes, etc. Three to four missed course meetings.

Absences
As discussed above, prompt attendance at all class meetings is a professional responsibility. The rigors of doctoral training in counseling involve more than simply the ability to earn an “A” or “B” in course material. It is recognized that adult learners have busy, complex lives and that setting priorities is often challenging. As a doctoral student, this challenge becomes self-evident early in one’s graduate life and remains throughout most individuals’ professional career. Learning to balance responsibilities within the context of one’s life is an essential part of developing into a competent and trustworthy clinician. Students who miss more than one class period, for whatever reason, will be considered below professional expectations and will be deducted points. Due to the nature of the course, missing even one class is not recommended. UNT protocol if students need to miss an extended period of time, please consult instructor for more information.

COVID-19 Impact on Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms/testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to submit the COVID-19 Positive Reporting Form to self-report a positive COVID test result. Contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, or potential exposure.

Due Dates
Major assignments are considered late if not received by class on the date expected. No late assignments are accepted in this course. Students in need of an extension must contact the instructor to make arrangements before the assignment due date. Extensions may result in a reduction of points on the assignment.

Citations
All sources used for all assignments must be cited in APA (7th edition) format. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with advanced graduate-level work.

Face Covering:
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Remote instruction:**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at [https://online.unt.edu/learn](https://online.unt.edu/learn).

**Syllabus Addendum**

**Academic Integrity & Academic Misconduct**
As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):
“Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the UNT “Code of Student Conduct,” which is published in the *Undergraduate Catalog* and also is available on the UNT web site at [www.unt.edu/csrr](http://www.unt.edu/csrr) as part of the *Student Handbook*. The following statement on academic misconduct, adopted by the Graduate Council, is based on the *Code of Student Conduct*.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.
All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the *Code of Student Conduct*.

UNT counseling program students are required to be familiar and comply with UNT’s most recent Academic Integrity Policy (http://vpaa.unt.edu/academic-integrity.htm). UNT counseling program students may be required to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. If I suspect that you have engaged in academic dishonesty, I will deal with the situation as outlined in the University Policy shown above. You will be allowed to remain in the class during the entire time that the academic misconduct accusation is being investigated, adjudicated, and appealed. As noted above, the maximum academic penalty that can be assessed by an instructor is an F in the course. However, university officials use the academic misconduct information to decide if other misconduct sanctions are then to be applied, and the student has separate rights to appeal those decisions, remaining in the class until all appeals are exhausted.

**Canvas**

We use Canvas as a course management tool this semester. Students may access the course using their EUID and password via https://unt.instructure.com. Once within Canvas, students will be able to view announcements and download and print copies of course materials. The Counseling Program organization page is also a useful online resource.

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Students’ Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

**Disability & Accommodations**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an
accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

*Please make an appointment with the instructor to present and discuss your letter of accommodation.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether
the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759. Please note that if you reveal sexual harassment or sexual assault, the instructor is required to report to the proper authorities at UNT.

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-andwellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testingservices)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT eulIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

**Additional Student Support Services**

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testingservices)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

**Campus Carry Notification**

This class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.
### Course Schedule

<table>
<thead>
<tr>
<th>Date and Topics</th>
<th>Readings Due</th>
<th>In-Class Activities and Assignments Due</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| **Week 1-Jan 19** | • Reiner, Summer, Dobmeir, & Hernandez (2013)  
• Gibson, Dollarhide, Leach & Moss (2015)  
• Kaplan, Tarvydas, & Gladding (2014)  
• Burns & Cruikshanks (2018) | In-Class:  
• Discuss Professional Identity & CACREP 2016 & 2024 CACREP Standards Draft  
  o Identify a common APA-style/grammar issue to present next week  
  o [APA Presentation Sign up](#) | CES Doc B.5.d.; CES Doc B.5.j.; CES Doc B.3.h. |
| **Week 2-Jan 26** | • Mastering the New APA Publication Manual: Teaching Techniques  
  • Teaching Writing Skills to Counseling Students for Clinical Competence and Professional Advocacy  
  • Bias-Free Language: LGBTQ + Clients and the New APA Manual | Assignments Due:  
• APA-Style Issues/Grammar Presentation In-Class  
  o 1) Quick overview of the issue; 2) Why it is a common issue; 3) Examples of the issue; and 4) Ways to avoid/examples of correct usage | CES Doc B.1.f.; CES Doc B.2.k. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments Due</th>
<th>In-Class</th>
<th>Assignments Due</th>
<th>In-Class</th>
<th>Assignments Due</th>
<th>In-Class</th>
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| 3-Feb 2 | • Scholarship in Counselor Education  
  o Preparing Scholarly work  
  o Research Mentorship  
  o Proposal Development  
  o Culturally relevant research  
  • Borders, Wester, Granello, Chang, Hays, Pepperell, & Spurgeon (2012)  
  • Lambie et al., (2008)  
  • Wester (2011)  
  • Watts (2011)  
  • From Idea to Acceptance: Strategies for Successful Publishing in Counseling  | • Bring your favorite peer-reviewed journal article (conceptual, practical, research, etc.)  | CES Doc B.4.h.; CES Doc B.4.l. |
| 4-Feb 9 | • Ethical, legal, and professional issues in counselor education  
  • Ethical and legal decision-making  
  • ACA Code of Ethics (2014)  
  • Kaplan (2014)  | • Manuscript Outline Due  | CES Doc B.3.h.; CES Doc B.1.f. |
| 5-Feb 16 | • Theories and Skills of Leadership in Professional Organizations  
  • Leadership and Service In Professional Organizations  
  • Leadership, Management, Consultation and Administration in Mental Health Organizations  
  • Chang et al. Chaps. 1-4  
  • Meany-Walen et al. (2013)  | • Professional Organization To Preview (5-10 minutes)  
  o 1) Personal/professional reasons for selecting the organization; 2) Vision/mission of the organization; 3) Leadership structure (identify president, past president, and president elect); 4) Does the organization have a journal? Conference? Opportunities for grants or research awards?; and 5) What does membership require? Benefits of membership?  | CES Doc B.5.a.; CES Doc B.5.c.; CES Doc B.5.e.; CES Doc B.5.l |
| 6-Feb 23 | • Ethical, legal and professional Multicultural issues  
  • Celinska & Swazo (2016)  
  • Hays (2020)  
  • Singh et al. (2020)  
  • Nassar & Singh (2020)  | • Professional Conference Proposal  | CES Doc B.5.h.; CES Doc B.5.i.; |
<table>
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<tr>
<th>Week 7-Mar 2</th>
<th>Professional issues in Advocacy for the Profession</th>
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<tbody>
<tr>
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<td>Advocacy Competencies: Advocacy for the Profession</td>
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<td>Leadership and Advocacy in Practice</td>
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<td>In-Class:</td>
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<td>Current Issues Discussion Facilitation</td>
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<td>Advocacy/Social Justice Statement Development in Pairs</td>
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<td>Week 8-Mar 9</td>
<td>Ethical, Legal, and Professional Issues in Clinical &amp; Educational Settings</td>
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<td>Private Practice</td>
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<td>Agency/Community/Schools</td>
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<td>University/College: Lecturer/Adjunct Professor</td>
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<td>Advanced Roles in Counseling: Consultation, Administration, Responding to Crises</td>
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<td>Assignments Due:</td>
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<td>CV &amp; Professional Identity, Leadership &amp; Development Plan</td>
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<tr>
<td>Week 9-Mar 16</td>
<td>University Closed for Spring Break</td>
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<td>Week 10-March 23</td>
<td>In-Class:</td>
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| • Ethical, legal, and professional issues in counseling and supervision | • ACES (2011) Best Practices in Supervision  
• Brennan (2013)  
• Neukrug & Milliken (2011)  
• Levitt, Farry, & Mazzarella (2015) |  

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<tr>
<th>Week 11-March 30</th>
<th>In-Class</th>
<th>CES Doc B.5.b.; CES Doc B.5.e.</th>
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| • Ethical, legal, and professional issues in teaching | • Morrissette & Gadbois (2006)  
• Kaplan & Martz (2014) |  

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<tr>
<th>Week 12-April 6</th>
<th>Assignments Due:</th>
<th>CES Doc B.1.f.; CES Doc B.2.k.; CES Doc B.3.h.</th>
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| • Gatekeeping, Remediation, & Retention in Counseling/Counselor Education | • Professional Advocacy & Social Justice Manuscript  
In-Class:  
• Current Issues Discussion Facilitation (2) |  

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<tr>
<th>Week 13-April 13</th>
<th>In-Class:</th>
<th>CES Doc B.5.c.</th>
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| • Tenure & Non-Tenure Track Job Search Process  
• Faculty Review, Promotion, and Tenure Process | • Bodenhorn et al. (2014)  
• Crick, Larson, & Seipel (2020) |  

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<tr>
<th>Week 14-April 20</th>
<th>Assignments Due:</th>
<th>CES Doc B.1.f.; CES Doc B.2.k.; CES Doc B.5.e.; CES Doc B.5.f.; CES Doc B.5.g.</th>
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</table>
| • Personal & Professional Wellness  
• Preventing Burnout in Counseling & Counselor Education (No formal class meeting to engage in personal/professional wellness activity) | • Reflection on Self-Selected Personal/Professional Wellness Activity  
In-Class:  
• Current Issues Discussion Facilitation |  

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<tr>
<td>• Professional Presentations</td>
<td>• Professional Conference Presentation</td>
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<tr>
<th>Week 16-May 4</th>
<th>Assignments Due:</th>
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<tr>
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<tr>
<th>Week 17-May 11</th>
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<tr>
<td>Finals week-no class meeting unless necessary to meet course objectives</td>
<td>CES Doc B.1.f.; CES Doc B.2.k.; CES Doc B.3.h.; CES Doc B.4.h.; CES Doc B.4.l.</td>
</tr>
</tbody>
</table>

*Instructor reserves the right to adjust schedule as necessary.*
Appendix A

Required Readings


Delaney, M. E. (2016). Grant writing for the counseling professional. *Journal of Counselor Preparation and Supervision, 8*(3). [https://doi.org/10.7729/83.1135](https://doi.org/10.7729/83.1135)


Suggested Readings


