COUN 6680: Ethical, Legal, and Professional Issues in Counseling
Course Syllabus
Spring 2021

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: Tuesdays 1:00-3:50 (Remote via Zoom)
Office Hours: Monday from 1:00pm – 5:00pm, Tuesday from 10:00am –12:00pm; 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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Supervision</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Teaching</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<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 paper, Professional conference presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Research and Scholarship</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. professional writing for journal and newsletter publication</td>
<td>CES Doc B.4.h.</td>
<td>Readings/discussion</td>
</tr>
<tr>
<td>2. professional conference proposal preparation</td>
<td>CES Doc B.4.i.</td>
<td>Professional conference presentation</td>
</tr>
<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 paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Professional Identity: Leadership and Advocacy</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. theories and skills of leadership</td>
<td>CES Doc B.5.a.</td>
<td>Readings/discussion, Professional 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, Faculty profile, Professional leadership &amp; development plan (KPI)</td>
</tr>
<tr>
<td>3. leadership in counselor education programs</td>
<td>CES Doc B.5.c.</td>
<td>Readings/discussion, Professional leadership &amp; development plan (KPI)</td>
</tr>
</tbody>
</table>
4. knowledge of accreditation standards and processes
   CES Doc B.5.d.       Readings/discussion

5. leadership, management, and administration in counseling organizations and other institutions
   CES Doc B.5.e.       Readings/discussion, Professional leadership & development plan (KPI)

6. leadership roles and strategies for responding to crises and disasters
   CES Doc B.5.f.       Readings/discussion

7. strategies of leadership in consultation
   CES Doc B.5.g.       Readings/discussion

8. models and competencies for advocating at the individual, system, and policy levels
   CES Doc B.5.h.       Readings/discussion, Advocacy & social justice paper, Professional conference presentation

9. role and process of counselors and counselor educators advocating on behalf of the profession and professional identity
   CES Doc B.5.i.       Readings/discussion, Advocacy & social justice paper, Professional conference presentation

10. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
    CES Doc B.5.j.      Readings/discussion, Current issues discussion facilitation, Advocacy & social justice paper, Professional conference presentation

11. strategies of leadership in relation to current multicultural and social justice issues
    CES Doc B.5.k.      Readings/discussion, Advocacy & social justice paper, Professional leadership & development plan (KPI)

12. ethical and culturally relevant leadership and advocacy practices
    CES Doc B.5.l.      Readings/discussion, Advocacy & social justice paper, Professional leadership & development plan (KPI)

Note: KPI=Key Performance Indicator assessment

**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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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation, &amp; Professionalism</td>
<td>15</td>
</tr>
<tr>
<td>Current Issues Discussion</td>
<td>5</td>
</tr>
<tr>
<td>Professional Identity, Leadership &amp; Development Plan (KPI)</td>
<td>25</td>
</tr>
<tr>
<td>Advocacy &amp; Social Justice Paper</td>
<td>25</td>
</tr>
<tr>
<td>Professional Conference Proposal (10 pts) &amp; Presentation (20pts)</td>
<td>30</td>
</tr>
</tbody>
</table>

\[
A = 100—90 \quad B = 89.9—80.0 \quad C = 79.9—70.0 \quad F < 70.0
\]

**Current Issues Discussion 5pts (As assigned)**
As members of a scholarly community, students will be responsible for co-facilitating a discussion (30 minutes) in pairs 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. Student pairs will sign up for a specific date to lead the discussion *(see rubric on Canvas)*.

**Professional Identity, Leadership & Development Plan 25pts (Key Performance Indicator assessment--Foliotek)**
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 you will 1) describe your 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)

Advocacy & Social Justice Paper 25pts
Students will identify a current ethical, legal, or professional issue in counseling practice, counselor supervision, counselor education, or counselor preparation that warrants advocacy, legislative, or a social justice initiative. Students will write a paper (10 pages max) covering:
1) Background explaining the issue needing attention/change; 2) consequences/risks if the issue is not addressed and the necessity for action; 3) leadership and advocacy strategies (e.g. models) you would use to advocate for the issue; and 4) integration of ethics, standards, and/or best practice documents (e.g., supervision best practices, counseling ethical codes, or standards of practice documents created by ACA divisions). The paper 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).
- Attention to ethical considerations, standards of practice, or best practices documents (e.g., supervision best practices, counseling ethical codes, or standards of practice documents created by ACA divisions).
- Specificity and concise details related to the issues and related advocacy models to advocate for the issue.
- Structure and flow (introductionary statements, transition statements, concise writing style, readability, clarity, appropriate connections between research and claims)
- Review of the literature and sufficient support/references
  - No less than eight sources can be used, and four of those sources must be peer-reviewed periodicals.

Professional Conference Proposal & Presentation 30pts
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 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, smart phones) 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:** 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: 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.

11 points: 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.

<=10 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.

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 condensed nature of the course, missing even one class is not recommended. There is UNT protocol if students need to miss an extended period of time, please consult instructor for more information.
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.

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 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)
Completion of an online survey, SPOT, is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester, providing a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I continually work to improve my teaching and the course. I consider completion of this online survey to be an important part of participation in this class.

Disability & Accommodations
The University of North Texas (UNT) is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation. Information regarding specific disability diagnostic criteria and policies for obtaining academic
accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.

*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.

**Acceptable Student Behavior in the Classroom**
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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.

**Sexual Discrimination, Harassment, & Assault**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Succeed at UNT**
Show Up, Find Support, Take Control, Be Prepared, Get Involved, Be Persistent
# 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 12** | • Reiner, Summer, Dobmeir, & Hernandez (2013)  
• Gibson, Dollarhide, Leach & Moss (2015)  
• Kaplan, Tarvydas, & Gladding (2014)  
• Burns& Cruikshanks (2018) | In-Class:  
• Discuss Professional Identity & CACREP 2016 Standards  
[CAcrep 2016](#) and  
[CES Doc B.5.d.; CES Doc B.5.j.; CES Doc B.3.h.](#) |  
| **Week 2-Jan 19** | • Litam & Hipolito-Delgado (2021)  
• Bohecker & Eissenstat (2020)  
• Davis et al. (2016) | Assignments Due:  
• Bring One Current Counseling/Counselor Ed Issue to Discuss Along With 1-2 Discussion Questions  
In-Class:  
• Individual Current Issues Discussion |  
| **Week 3-Jan 26** | • Borders, Wester, Granello, Chang, Hays, Pepperell, & Spurgeon (2012)  
• Lambie et al., (2008)  
• Wester (2011)  
• Watts (2011) | In-Class  
• Brainstorm & Initial Planning For Conference Proposal and Presentation |  
| **Week 4-Feb 2** | • [ACA Code of Ethics (2014)](#)  
• Kaplan (2014)  
• Kaplan & Martz (2014) | In-Class:  
• Discussions of Ethical & Legal Issues/Cases |  
| **Week 5-Feb 9** | • Chang et al. Chaps. 1-4  
• Meany-Walen et al. (2013) | Assignments Due:  
• Professional Conference Proposal  
• Identify A Professional Organization To Preview  
In-Class:  
• Assigned Current Issues Discussion Facilitation Group  
• Informal Presentation of a Professional Organization (3-5 minutes)- |  
<p>|                |              |                                        | CES Doc B.5.a.; CES Doc B.5.e.; CES Doc B.5.f; CES Doc B.5.i. |</p>
<table>
<thead>
<tr>
<th>Week 6-Feb 16</th>
<th>Multicultural issues associated with counselor preparation training and clinical supervision</th>
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<tbody>
<tr>
<td>• Celinska &amp; Swazo (2016)</td>
<td>In-Class:</td>
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<tr>
<td>• Hays (2020)</td>
<td>• Diversity &amp; Multicultural Cases</td>
</tr>
<tr>
<td>• Singh et al. (2020)</td>
<td>CES Doc B.5.h.;</td>
</tr>
<tr>
<td>• Nassar &amp; Singh (2020)</td>
<td>CES Doc B.5.i.;</td>
</tr>
<tr>
<td>• Review Multicultural/Diversity Competencies in Pairs</td>
<td>CES Doc B.5.j.;</td>
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<tr>
<td>• ALGBTIC Competencies for Counseling LGBQIQA Individuals</td>
<td>CES Doc B.5.k;</td>
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<tr>
<td>• ALGBTIC Competencies for Counseling Transgender Clients</td>
<td>CES Doc B.5.l.</td>
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<tr>
<td>• Competencies for Addressing Spiritual and Religious Issues in Counseling</td>
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<tr>
<td>• Multicultural and Social Justice Counseling Competencies</td>
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<tr>
<th>Week 7-Feb 23</th>
<th>Advocacy Competencies</th>
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<tbody>
<tr>
<td>• Advocacy for the Profession</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td>• Leadership and Advocacy in Practice</td>
<td>• Professional Identity, Leadership &amp; Development Plan</td>
</tr>
<tr>
<td>Chang et al. Chaps 5-6 &amp; 8</td>
<td>In-Class:</td>
</tr>
<tr>
<td>ACA Advocacy Task Force (2020)</td>
<td>• Assigned Current Issues Discussion Facilitation Group</td>
</tr>
<tr>
<td><a href="https://ct.counseling.org/2020/06/professional-advocacy-a-call-to-the-profession/">https://ct.counseling.org/2020/06/professional-advocacy-a-call-to-the-profession/</a></td>
<td>• Advocacy/Social Justice Statement Development in Pairs</td>
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<tr>
<th>Week 8-Mar 2</th>
<th>Navigating Professional Clinical &amp; Educational Settings</th>
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<tbody>
<tr>
<td>Chang et al. Chapt 10 &amp; 12</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td>The hidden benefits of being an adjunct professor</td>
<td>• Engage In Self-Selected Personal/Professional Wellness Activity</td>
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<tr>
<td>Sangganjanavanich &amp; Lenz (2012)</td>
<td>CES Doc B.5.a.;</td>
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<tr>
<td>Caplan (1995)</td>
<td>CES Doc B.5.c.;</td>
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<td>Hoffman et al. (2006)</td>
<td>CES Doc B.5.e.;</td>
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<tr>
<th>Week 9-Mar 9</th>
<th>Personal &amp; Professional Wellness</th>
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<tbody>
<tr>
<td>Preventing Burnout in Counseling &amp; Counselor Education (No class meeting to engage in)</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td>Paths to Wellness <a href="https://ct.counseling.org/2020/12/paths-to-wellness/">https://ct.counseling.org/2020/12/paths-to-wellness/</a></td>
<td>CES Doc B.5.j.;</td>
</tr>
<tr>
<td>Week 10-Mar 16</td>
<td>Activities</td>
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| **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | • Chang et al. Chapt 10  
• Schuermann, Harris, & Lloyd-Hazlett (2018) | In-Class:  
• Competency Plan Development in pairs | CES Doc B.2.k.; CES Doc B.3.h. |
| **Week 11-Mar 23** | **Chang et al. Chapt 10**  
**Schuermann, Harris, & Lloyd-Hazlett (2018)** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Case Studies |
| **Week 12-Mar 30** | **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Case Studies |
| **Week 13- Apr 6** | **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Post-Graduate Process |
| **Week 14-April 13** | **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Post-Graduate Process |
| **Week 15-April 20** | **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Post-Graduate Process |
| **Week 16-April 27** | **Gatekeeping, Remediation, & Retention in Counseling/Counselor Education** | **Assignments Due:**  
• Assigned Current Issues Discussion Facilitation Group  
• Advocacy & Social Justice Paper | **In-Class:**  
• Discussion of Post-Graduate Process |

*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**


