



North Dakota State University
College of Human Development and Education
School of Education

Counselor Education (CNED) 787
Professional Issues: Professional Development, Consultation, and
Publication
3 Semester Credit hours
Spring 2008: Tuesdays 3:30-6:00 PM
FLC 212

Instructor: Jill R. Nelson, Ph.D., NCC

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Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Class Policies

1. Attendance will be taken in each class session. Prompt arrival to every class session is required and not doing so can result in a reduced grade in the course. Students who miss any number of class sessions miss opportunities for the learning and integration of course material and participation in student discussion groups. Any number of absences on the part of students may jeopardize the outcome of their final grade.
2. Assignments are to be turned in on the due date. Assignments turned in past the due date will receive partial credit. Ten percent per day will be deducted for each day assignments are late.

Course Overview

A seminar that addresses the following: needs of practitioners for professional development, both as consumers and providers; theory and practice of consultation; and, the process of developing, writing and submitting manuscripts for publication.
Prerequisites: Admission to doctoral program and completion of master's program courses.

Course Objectives

By the end of the course students will be able to:

1. Prepare a curriculum vita, according to professional standards.
2. Understand the process of manuscript preparation and submission.
3. Understand professional identity and participate in activities that are in line with the standards of the counselor education and supervision profession.
4. Identify professional organizations and actively engage in profession-related activities.
5. Understand the theory and practice of consultation.
6. Understand the process of finding and applying for jobs in counselor education.

Method of Instruction

Course strategies include reading, reflecting, writing, and discussing a wide variety of topics and readings assigned for the course. The students and the professor will share the responsibility for participating in, and sometimes leading, class discussions about the week's readings. Students will also complete several written assignments. Students will also act as part of a peer review team to help one another with your writing assignments. In essence, you will learn from the readings and from each other. My role is to guide you through these processes.

CACREP 2001 Content Area

As per the 2001 CACREP Standards, students will:

Section 2.c:

Learning experiences beyond the entry-level are required in all of the following content areas:

1. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation

Section 2.d.:

It is expected that doctoral students will have experiences that are designed to:

1. develop an area of professional counseling expertise;
2. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;
3. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;

Required Readings

This course requires a *lot* of reading. It is necessary to establish a habit of keeping up with the reading throughout the semester as you will be expected to meaningfully share in weekly discussions.

Required Texts

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Dillard, A. (1989). *The writing life*. New York: Harper.

West, J. D., Osborn, C. J., & Bubbenzer, D. L. (Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*.

Selected List of Readings

Choudhuri, D. Glauser, A., & Peregoy, J. (2004). Guidelines for writing a qualitative manuscript for the Journal of Counseling & Development. *Journal of Counseling & Development*, 82, 443-446.

Kline, W. (2003). The evolving research tradition in *Counselor Education and Supervision*. *Counselor Education & Supervision*, 43, 82-85.

Lusky, M., & Hayes, R. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development*, 79, 26-38.

Magnuson, S. (2002). New assistant professors of counselor education: Their 1st year. *Counselor Education & Supervision*, 41, 306-320.

Niles, S., Akos, P., & Cutler, H. (2001). Counselor educators' strategies for success. *Counselor Education & Supervision*, 40, 276-291.

Reisetter, M., Korcuska, J. Yexley, M. Bonds, D., Nikels, H., & McHenry, W. (2004). Counselor educators and qualitative research : Affirming a research identity. *Counselor Education & Supervision*, 44, 2-16.

Warnke, M., Bethany, R., & Hedstrom, S. (1999). Advising doctoral students seeking counselor education faculty positions. *Counselor Education & Supervision*, 38, 177-190.

*** Additional articles or book chapters are also required. The articles and book chapters will be made available to you to copy in FLC 210. Per copyright laws, you may make one copy of each article for your personal use. You can expect these additional readings to equal roughly one or two articles and /or chapter per week.

Academic Dishonesty and Plagiarism

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct. Please review the following site: <http://www.ndsu.nodak.edu/policy/335.htm>

Course Evaluation

Participation & Attendance	10 points possible
Development of a Curriculum Vita	10 points possible
Preparation of a manuscript for publication	25 points possible
Preparation of a conference proposal	15 points possible
Poster Presentation of submitted conference proposal	15 points possible
In class discussion of selected consultation articles	15 points possible
Leadership Presentation	10 points possible
TOTAL POINTS POSSIBLE	100

A 90-100

B 80-89

C 70-79

Dates	Topic / Assignments	Readings Due
January 8	Introduction to the course, the syllabus and each other	
January 15	Consultation	Luskey & Hazler; individual articles
January 22	Consultation and Vita writing	Vita draft due
January 29	Leadership	West et al. pp. 1-50
February 5	Leadership	Vita final due West et al. pp. 51-108
February 12	Leadership	
February 19	Leadership	
February 26	Writing!!!!	
March 4	Spring Break	
March 11	Writing!!!!	
March 18	Writing!!!!	
March 25	ACA	Annie Dillard Book
April 1	Writing!!!! Peer Review Circle	Rough Draft Article Due
April 8	Writing!!!! Peer Review Circle	
April 15		Poster Presentations
April 22		Poster Presentations
April 29		Final Draft Article Due
May 6		FINALS WEEK