

North Carolina Central University  
 "Communicating to Succeed"  
 "Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

**COUNSELOR EDUCATION PROGRAM MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus

**CON 8201**

*Professional Issues, Counselor Education Identity, and Ethics*

**Fall 2025**

**3 Credit Hours**

**Instructor:** Peggy P. Whiting, Ed.D, Professor of Counselor Education

**Campus Office:** School of Education 2021

**Telephone:** 919-530-6182

**Email:** pwhiting@ncu.edu

**Office Hours:** Monday, 10am-3pm; Tuesday, noon-2pm; Wednesday, 3-6pm

**Class time:** Monday, 3-5:30pm

**REQUIRED TEXTS:**

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

Swank, J. M., & Barrio Minton, C. A. (Eds.) (2022). *Critical incidents in counselor education: Teaching, supervision, scholarship, leadership, and advocacy*. American Counseling Association. Wiley.

**COURSE DESCRIPTION:**

This advanced seminar introduces doctoral students to the doctoral program and the foundation of counselor education. This course is designed to explore the roles and responsibilities of counselor educators by addressing professional roles in teaching and mentorship, supervision, research and scholarship, and leadership and advocacy. In addition, students will examine current and emerging professional issues in counselor education and familiarize themselves with the current CACREP standards and code of ethics.

**COURSE PREREQUISITES:** Admissions into the Ed.D. in Counseling, Counselor Education, and Supervision Program.

## COUNSELOR EDUCATION DOCTORAL PROGRAM LEARNING OBJECTIVES

### Counseling

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

### Supervision

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

### Leadership and Advocacy

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

### Teaching

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

### Research and Scholarship

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

CACREP STANDARDS ADDRESSED IN THIS COURSE		
Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
CACREP 6.B.2.a, 6.B.3.a, 6.B.3.m, 6.B.4.l, 6.B.4.m, 6.B.4.h, 6.B.4.i, 6.B.4.k, 6.B.5.b, 6.B.5.c, 6.B.5.d, 6.B.5.h 6.B.5.d	Weekly readings on teaching and mentorship, supervision, research and scholarship, and leadership and advocacy	Each week, students will be assigned readings covering: 1) teaching and mentorship, 2) supervision, 3) research and scholarship, and 4) leadership and advocacy. In addition, students will learn about accreditation by exploring CACREP standards and review a self-study. During class, students will engage in an in-depth discussion surrounding the assigned topic.
CACREP 6.B.3.a,6.B.2.a, 6.B.3.m,6.B.5.c	Counselor Educator Interview	Students will interview a counselor educator to discuss the roles and responsibilities of an educator.
CACREP 6.B.4.l,6.B.4.m, 6.B.4.h, 6.B.4.i, 6.B.4.k 6.B.5.b	Professional Development Digital Portfolio	Students will participate in three professional development activities surrounding teaching, research/scholarship, and leadership.
CACREP 6.B.5.h	Professional Issues in Counselor Education Presentation	Students will select and present on a contemporary issue in the profession.
CACREP 6.B.3.a	Professional Development Paper	Students will reflect on the roles and responsibilities of an educator

		including their own identity as a future educator.
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## CON 8201 - STUDENT LEARNING OUTCOMES

### Students will be able to . . .

1. Describe the requirements of the Ed.D. program in Counseling, Counselor Education, and Supervision
2. Identify and explain the purpose of supervision (CACREP 6.B.2.a)
3. Identify and explain the role and responsibilities related to educating counselors (CACREP 6.B.3.a)
4. Describe the role of mentoring in counselor education (CACREP 6.B.3.m)
5. Discuss ethical considerations and strategies for conducting culturally relevant and competent research (CACREP 6.B.4.l & 6.B.4.m)
6. Describe the process of professional writing for peer-reviewed journal publications (CACREP 6.B.4.h)
7. Describe the process of professional conference proposal preparation (CACREP 6.B.4.i)
8. Identify and discuss grant proposals and other sources of funding (CACREP 6.B.4.k)
9. Describe leadership and leadership development in professional organizations (CACREP 6.B.5.b)
10. Describe leadership in counselor education programs (CACREP 6.B.5.c)
11. Explain accreditation standards and program accreditation processes, including self-studies and program reports (CACREP 6.B.5.d)
12. Identify, discuss, and analyze current sociopolitical and social justice issues and how those issues affect the counseling profession (CACREP 6.B.5.h)

### COURSE FORMAT

This doctoral course is conducted in a seminar format. Students are expected to read the assigned course material in preparation for a discussion which will allow students to critically think about the topic. The diversity that students bring to class is a resource and strength and therefore, should be respected.

### COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please be very cautious about the use of AI sources. They are geared for "C" work and that is not the goal in graduate education. While ChatGPT and similar programs are useful tools for brainstorming and creating starting points for projects, students are not

permitted to generate writing of papers or intellectual property from such programs and are required to write their own material.

3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email.
5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
6. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

## GRADED COURSE ASSIGNMENTS

### **1. Curriculum Vitae (CV)**

Students will learn about the components of a curriculum vitae (CV) and then develop their own CV to submit during week three. Students will submit a final draft at the end of the semester incorporating the feedback from the first draft.

### **2. Counselor Educator Interview**

To introduce students to the role of counselor educators, students will interview a professor in counselor education. Students may interview a faculty member outside of the program. Students will explore the following questions:

- Roles and responsibilities of a counselor educator
- Experience and involvement in teaching
- Experience and involvement in supervision
- Experience and involvement in research and scholarship
- Experience and involvement in service
- Teaching/mentorship and supervision philosophy
- What advice would s/he/they give [you] regarding entering the counselor education profession

Students will write a summary of the interview, their reaction to the interview, and how what they have learned aligns with their knowledge of the roles and responsibilities of a counselor educator.

### **3. Professional Development Digital Portfolio**

To introduce students to professional activities of a counselor educator, students will participate in three professional development activities. Students must provide proof of attendance and write a 3–5-page Reflection Paper about their experiences.

Examples include:

1. Attend a professional conference (ACA, SACES, NCSCA, AMHCA, NCCA, ACES, LCCNC, NCCDA)
2. Attend a dissertation proposal or defense
3. Attend a grant writing workshop
4. Submit a conference proposal
5. Co-author a manuscript with a faculty member
6. Take a leadership position in a professional organization
7. Attend a counselor education workshop (e.g., ACES, ACA, etc)

### **4. Professional Issues in Counselor Education**

Students will identify and research an issue of interest within the counselor education profession. Students will then prepare a 20-minute presentation on the issue. Example of topics include but are not limited to the following: Teaching online, gatekeeping, mentorship in counselor education, experiences of faculty of color in counselor education, faculty of color experiences pursuing tenure and promotion, etc.

## **5. Professional Development Paper**

Students will write a paper reflecting on their professional goals and a plan for working toward the goals. The paper should demonstrate understanding of the content covered in the course. Students must reflection on each aspect of becoming a counselor educator. The paper must include the following:

1. Identity as an educator
2. Identity as a scholar/researcher
3. Identity as a leader
4. Identity as a supervisor
5. Identity as a doctoral level clinician
6. Reflect on strengths and areas for growth

**COURSE SCHEDULE** (Instructor reserves the right to adjust the schedule and assignments if learning can be enhanced by doing so)

DATE	TOPIC	READINGS	ASSIGNMENT DUE (submitted by 11:59pm)
First Day of Class			
Week 1 8/18	Introductions, syllabus, and orientation to the program and doctoral student life Parker Palmer on <i>The Courage to Teach</i> Getting to Know Your Personal Superpowers	Review syllabus and doctoral student handbook	
Week 2 8/25	Introduction to counselor education and CACREP Standards	Atieno Okech & Rubel Ch 1 Intro to CE Review <u>CACREP standards</u>	
Week 3 9/1 No class	Mentorship and Faculty Review, Promotion, and Tenure Process	Atieno Okech & Rubel Ch 4 Advising & Mentors and Ch 7 Tenure Process	First Draft of CV
Week 4 9/8	Supervision: Best Practices in Clinical Supervision, ACES Ethical Code for Supervision	Ch 3 Supervision Borders et al., 2014  <u>Review Best Practices</u>	
Week 5 9/15	Supervision: Doctoral student supervisors	Swank Chapters 21-22	
Week 6 9/22	Supervision: Dispositions and behaviors and critical issues with supervision	Swank Chapters 14-17	Counselor Educator Interview
Week 7 9/29	Teaching: Introduction into teaching and ACES Best Practices in Teaching	Atieno Okech & Rubel Ch 2 Teaching  <u>Review ACES Best Practices</u>	
Week 8 10/6	Teaching: Diversity and Inclusion and Online Teaching	Code of Ethics	CV Final Draft
Week 9 10/13 No class	Research: Research Agenda; Dissertation	ACES guidelines for research mentorship, 2012; Handbook on dissertation	
Week 10 10/20	Research: Publication Process and Conference Presentations	Swank Chapters 29-31  Code of Ethics	Professional Development Portfolio
Week 11 10/27	Research: Grant writing & Seeking funding	Atieno Okech & Rubel Ch 6	

Week 12 11/3	Contemporary Professional Issues		Presentations
Week 13 11/10	Service	Atieno Okech & Rubel Ch 11 Service in CE	Professional Developmental Paper
Week 14 11/17	Leadership: Administration in CE and Professional Leadership at State, Regional, National, and International Levels	Atieno Okech & Rubel Chapters 9-10	
Week 15 11/24	Wrap-up/Job search	Panel	

- **DROP/ADD ENDS 8/29 @ NOON**
- **LABOR DAY OBSERVANCE 9/1: NO CAMPUS CLASS**
- **LAST DAY TO WITHDRAW WITH A PRORATED TUITION/FEE ADJUSTMENT: 9/19**
- **FALL BREAK: 10/13-10/14 – NO CAMPUS CLASS**
- **LAST DAY TO WITHDRAW WITH A WC CLASS GRADE OR WITHDRAW WITH A W FROM NCCU**
- **THANKSGIVING BREAK – 11/26-11/30**

### COURSE EVALUATION

Method	Points Available
Curriculum Vitae (CV)	15
Counselor Educator Interview	25
Professional Development Digital Portfolio	50
Professional Issues in Counselor Education Presentation	50
Professional Development Paper	60
<b>TOTAL</b>	<b>200</b>

### GRADING SCALE

Point Total	Final Letter Grade
180-200	A
160-179	B
140-159	C
120 or below	F

## **NCCU ATTENDANCE POLICY**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

## **ATTENDANCE VERIFICATION POLICY**

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

## **STATEMENT OF NON-DISCRIMINATION**

North Carolina Central University is committed to providing a learning environment that is welcoming and accessible for everyone. NCCU prohibits discrimination and harassment based on race, color, national origin, religion, sex (including pregnancy), sexual orientation, gender identity, age, disability, genetic information, veteran status, or any other protected class as defined by law. The University makes all decisions regarding admissions, employment, and access to programs and activities without unlawful bias or discrimination and remains dedicated to fostering a community that values and promotes the fair and respectful treatment of every individual.

## **STUDENT ACCESSIBILITY SERVICES**

The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building, or online

by visiting [www.nccu.edu/sas](http://www.nccu.edu/sas). Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symplicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS. Further information is available in the SAS website [www.nccu.edu/sas](http://www.nccu.edu/sas).

## **CONFIDENTIALITY AND MANDATORY REPORTING**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

## **OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES**

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Suite 208 (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

- *Counseling Center.* The NCCU Counseling Center is staffed by mental and behavioral health professionals who provide individual and group counseling, crisis intervention, alcohol and substance use education and intervention, care management, outreach, peer support, and other mental wellness services through multi-tracks for a collaborative care approach. The NCCU Counseling Center also provides confidential resources, a safe, supportive space for students who have experienced sexual harassment or assault, and a peer-focused community for alcohol and substance use support to include students in various stages of recovery, including harm reduction—contact Information: Student Health Building, 2nd Floor, 919.530.7646, [counselingcenter@nccu.edu](mailto:counselingcenter@nccu.edu).
- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

## VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).

## ADDITIONAL RESOURCES

### Teaching

Association for Counselor Education and Supervision. (2016). ACES Teaching Initiative Taskforce best practices in teaching in counselor education report 2016. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Teaching-Initiative-Taskforce-Final-Report-2016.pdf>

Baltrinic, E., Jencius, M., & McGlothlin, K. (2016). Coteaching in counselor education: Preparing future doctoral students for future teaching. *Counselor Education & Supervision*, 55, 31-45 <https://doi.org/10.1002/ceas.12031>

Baltrinic, E. R., Moate, R. M., Hinkle, M. G., Jencius, M., & Taylor, J. Z. (2018). Counselor educators' teaching mentorship styles: A Q methodology study. *The Professional Counselor*, 8(1), 46–59. <https://doi.org/10.15241/erb.8.1.46>

- Barrio, C. A., Gibson, D. M., & Wachter Morris, C. A. (2016). *Evaluating student learning outcome in counselor education*. American Counseling Association.
- Cavazos Vela, J. (2020). *Teaching and learning in counsellor education*. American Counseling Association.
- McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*. Association for Counselor Education and Supervision.
- Merlin, C. (2016). Flipping the counseling classroom to enhance application-based learning activities. *The Journal of Counselor Preparation and Supervision*, 8(3). <http://dx.doi.org/10.7729/83.1127>
- Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. (14<sup>th</sup> ed.). Houghton Mifflin Company.
- West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (2013). *Teaching in counselor education: Engaging students*. American Counseling Association.

## Research

- Balkin, R. S., & Kleist, D. M. (2022). *Counseling research: A practitioners-scholar approach* (2<sup>nd</sup> ed.). American Counseling Association.
- Balkin, R.S. and Lenz, A.S. (2021). Contemporary issues in reporting statistical, practical, and clinical significance in counseling research. *Journal of Counseling & Development*, 99, 227-237. <https://doi.org/10.1002/jcad.12370>
- Giordano, A.L., Schmit, M.K. and Schmit, E.L. (2021). Best practice guidelines for publishing rigorous research in counseling. *Journal of Counseling & Development*, 99, 123-133. <https://doi.org/10.1002/jcad.12360>
- Gonzalez, L. M., Wester, K. L., & Borders, L. D. (2019). Supports and barriers to researcher development in early career faculty. *Studies in Graduate and Postdoctoral Education*. <https://doi.org/10.1108/SGPE-D-18-00020>
- Hays, D.G. and McKibben, W.B. (2021). Promoting rigorous research: Generalizability and qualitative Research. *Journal of Counseling & Development*, 99, 178-188. <https://doi.org/10.1002/jcad.12365>
- Limberg, D., Gnilka, P.B. and Broda, M. (2021). Advancing the counseling profession by examining relationships between variables. *Journal of Counseling & Development*, 99, 145-155. <https://doi.org/10.1002/jcad.12362>
- Minton, C.A.B., Gibbons, M.M. and Hightower, J.M. (2021). Community-engaged research and evaluation in counseling: Building partnerships and applying program evaluation. *Journal of Counseling & Development*, 99, 210-220. <https://doi.org/10.1002/jcad.12368>

- O'Hara, C., Chang, C.Y. and Giordano, A.L. (2021). Multicultural competence in counseling research: The cornerstone of scholarship. *Journal of Counseling & Development, 99*, 200-209. <https://doi.org/10.1002/jcad.12367>
- Prosek, E.A. and Gibson, D.M. (2021). Promoting rigorous research by examining lived experiences: A review of four qualitative traditions. *Journal of Counseling & Development, 99*, 167-177. <https://doi.org/10.1002/jcad.12364>
- Rocco, T. S., & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. Jossey-Bass
- Wester, K.L., Morris, C.A.W., Trustey, C.E., Cory, J.S. and Grossman, L.M. (2021). Promoting rigorous research using innovative qualitative approaches. *Journal of Counseling & Development, 99*, 189-199. <https://doi.org/10.1002/jcad.12366>
- Wood, A.W., Dorais, S., Gutierrez, D., Moore, C.M. and Schmit, M.K. (2021). Advancing the counseling profession through contemporary quantitative approaches. *Journal of Counseling & Development, 99*, 156-166. <https://doi.org/10.1002/jcad.12363>

## Supervision

- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*, 60– 68. <https://doi.org/10.1002/j.1556-6978.1979.tb00906.x>
- Bernard, J. M., & Goodyear, R. K. (2019). *Foundations of clinical supervision* (6<sup>th</sup> ed.). Pearson.
- Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development, 69*, 248– 252. doi:10.1002/j.1556-6676.1991.tb01497.x
- Borders, L. D. (1992). Learning to think like a supervisor. *The Clinical Supervisor, 10*, 135-148.
- Borders, L. D., Welfare, L. E., Sackett, C. R., & Cashwell, C. S. (2017). New supervisors' struggles and successes with corrective feedback. *Counselor Education and Supervision, 56*, 208– 224. doi:10.1002/ceas.12073
- Campbell, J. M. (2006). *Essentials of clinical supervision*. Wiley.
- Fickling, M., Borders, L. D., Mobley, A. K., & Wester, K. L. (2017). Most and least helpful events in three supervision modalities. *Counselor Education and Supervision, 56*, 298-304.

## Leadership

Chang, C., & Barrio Minton, C. A. (Eds.). (2022). *Professional counseling excellence through leadership and advocacy* (2nd ed.). Routledge.

Lockard, F. W., Laux, J. M., Ritchie, M., Piazza, N., & Haefner, J. (2014). Perceived leadership preparation in counselor education doctoral students who are members of the American Counseling Association in CACREP-accredited programs. *The Clinical Supervisor, 33*, 228-242.  
<https://doi.org/10.1080/07325223.2014.992270>

Meany-Walen, K. K., Carnes-Holt, K., Barrio Minton, C. A., Purswell, K., & Pronchenko, Y. 5 (2013). An exploration of counselors' professional leadership development. *Journal of Counseling & Development, 91*(2), 206-215.  
<http://dx.doi.org/10.1002/j.1556-6676.2013.00087.x>

Smith, M. L., & Roysircar, G. (2020). African American male leaders in counselling: Interviews with five AMCD past presidents. *Journal of Multicultural Counseling and Development, 38*, 242-255. <https://doi.org/10.1002/j.2161-1912.2010.tb00134.x>