Social Justice Teachings of the Catholic Church and Counselor Education Program

**Subsidiarity:** Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

**Dignity and rights of children:** The dignity and rights of all University of St Thomas counseling program students, along with the grade school students in which they work with, receive confidentiality, respect and appropriate supervision.

**People have a right to an education:** Equality is a major theme integrated in the Counselor Education program. In each course, equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**Required Texts**


**General Description:**

COUN 5366 Counseling Theories and Approaches includes the study of the principles, assumptions, techniques, and procedures associated with major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

COUN 5366 Counseling Theories and Approaches facilitates acumen in fostering client decision making, goal setting, problem posing, and problem solving. This course examines the contexts of elementary, middle, and secondary school settings and licensed professional counseling settings. It investigates research related to the application of the counseling theories and techniques. It probes the dynamics of interpersonal relationships including but not limited to those related to issues of race, ethnicity, gender, class, and distinctive populations within professional counseling settings. This course develops the knowledge, abilities, and skills to serve successfully clients whose first language is not English.

COUN 5366 Counseling Theories and Approaches involves three equally important components, namely, cognitive, affective, and professional:

- **Cognitive.** The cognitive components of this course include but are not limited to professional conversations with peers and professor in a learning community. Students will acquire knowledge, abilities, and skills in using the primary theories of counseling and modify traditional theories and practices to address issues of culture and diversity. Students will expand knowledge, abilities, and skills to serve successfully clients whose first language is not English.

- **Affective.** The affective components of this course include but are not limited to bringing life experiences to the table when they enhance the dialogue, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with peers and professor. Students will classify and analyze feelings, attitudes, and perceptions toward counseling as their potential profession.

- **Professional.** The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice and become acquainted with the professional organizations in the counseling profession. The capstone experience is the successful completion of the comprehensive, in-class final examination.
Specific Competencies & Assumptions

Professional School Counselors:
1. Understand the major theories of counseling for the purpose of applying them effectively;
2. Practice with integrity keeping in mind the Code of Ethics of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the laws applicable to the counseling profession;
3. Can formulate a case study, conceptualize client issues, and apply theory and research appropriately to meet the needs of clients contextually;
4. Can apply effectively theories, results of research, and techniques to issues of gender, class, race, ethnicity, and distinctive populations;
5. Can apply effectively theories, results of research, and techniques to issues of historical privilege and oppression for the purpose of empowering clients;
6. Are able to meet the needs of clients whose first language is not English;
7. Continue to develop computer technology skills in ways that are legal and ethical;
8. Reflect on their thoughts, feelings, and behaviors in order to function in an intentional, purposeful, legal, and ethical manner.

Based on these assumptions, students will work successfully

1. To master the major theories of professional counseling and apply them effectively;
2. To understand and demonstrate the microskills, including but not limited to unconditional respect, authenticity, and empathy;
3. To understand and apply legal and ethical issues as they specifically apply to professional counseling;
4. To write a case study, thoroughly analyze it, design an appropriate intervention, and create a dialogue;
5. To understand the special issues of traditionally devalued and privileged populations and to be able to apply counseling theories appropriately to contextual issues;
6. To be successful in counseling clients whose first language is not English;
7. To consistently look inward to their own beliefs, biases, prejudices, and any other part of their inner world that might interfere with service to clients as a professional counselor;
8. To appreciate their personal gifts, which facilitate effective counseling;
9. To continue to develop computer technology skills relevant to legal and ethical professional counseling.
Course Guidelines

Professional Standards of Behavior for Students and Faculty

- Use of UST Email Accounts: All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.
- Late Assignments: It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness. Please see additional description below.

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2005) of the American Counseling Association.

Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from the Counselor Program students, who violate their integrity.

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from the Counselor Education Program and UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Please refer to the APA manual or its website to cite accurately. Always use 12 point font, Times New Roman, double space, left margin. Do not justify.

In other words, plagiarism involves copying from a source without using the proper APA notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if you note it properly.

Copying a paragraph or more changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Masters level work requires integration of information. Drawing from one source, then another source, etc. is not Masters level work.
Copying from other papers which you have written without using proper APA notation is also plagiarism. The rules are the same as above. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s) from your original document. If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if you note it properly. **Plagiarism is a violation of integrity.**

**Language Diversity**

The University of Saint Thomas values the speaking of more than one language. The Masters’ Programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.

**American with Disabilities Act:**

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

**Learning Strategies**

This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas. This class is blended and requires a substantial amount of independent self-paced learning.
On-Time Requirements for Assignments
All assignments must be submitted on the date stated within the syllabus. If students cannot meet these dates for exceptional reasons, students and the professor may renegotiate the due date for major assignments. This does not include contacting the professor the day before the assignment is due requesting an extension. Renegotiation of the due date will occur under extenuating circumstances. Otherwise a 10-point deduction per late day will apply. The student and professor must have this conversation before the assignment is due.

Professional Qualities
For retention in COUN 5366 Counseling Theories and Approaches and the Counselor Education Program students are required to “demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop . . . professional counselors” (School of Education Catalog (2010-2012, p. 2). In other words, students are required to practice academic rigor, social generosity, and demonstrate the personal, physical, and mental health expected in the counseling profession. The emotional and mental health of professional counselors is essential to their functioning in a legal, ethical, confident, and competent manner. The responsibility of gate keeping on the part of the director of the Counselor Education Program at the University of Saint Thomas protects the students, the degree, and the profession.

Discipline, Commitment, Focus
Success in COUN 5366 Counseling Theories and Approaches and in the Counselor Education Program requires personal discipline, commitment to academic excellence and professional development, and focus on excellent performance in all areas of professional practice. Successful students with these characteristics understand what plagiarism is and never use it for any reason.
Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material
Exercises – written assignments designed to supplement and reinforce course material
Discussion Boards – participation in online discussions

ASSIGNMENTS

Readings: Weekly readings in the textbooks.

Discussion Boards

Participation Responsibilities
Students are expected to participate in all course module discussions. Lack of participation in discussion boards and assignments will result as an absence including the renegotiation of this contract. Two absences will result in a reduction in grade. Three absences will result in an F in this course. The student is encouraged to communicate with the professor at all times.

YouTube Evaluation
YouTube has hundreds of examples of individual counseling sessions posted. Some represent individual counseling well and others do not. Browse through as many of them as you wish. Choose one. In two pages include the following information:

☐ State the posting and include link
☐ Describe the reasons that you chose the one you did
☐ Describe the example
☐ Evaluate the example using what you have learned in this course

Include your title page- the title page is not included as part of the two page requirement. Submit via blackboard no later than the due date.

Theoretical Orientation Reflection

Using Halbur & Halbur (2015) students will prepare by writing a reflective discussion using personal work related experiences applied to their chosen theory. The purpose of this assignment is to allow students the opportunity to reflect on course theoretical material as it applies to the school counseling profession. If work related experiences are not applicable, the student is responsible to research the school counseling field.
Theoretical Case Study Written Research

Students will compose a major written assignment based on a case in a school setting. Students will write from the perspective of a school counselor. If students are unfamiliar with school setting case situations I urge you to research current issues in school counseling. This paper will be written according to the APA Manual (2010) in Times New Roman with 12-point font including the settings indicated by the professor in class. A description of each section is indicated below along with the order of your submission. In a timely manner, students may request clarification if any component of this assignment seems unclear. An electronic copy of the completed written assignment will be submitted using blackboard on the due date.

- **Title Page**: Prepare an APA format title page. Be aware of how to change the header from page 1 to the following pages.


- **The Case**: Describe your client in one page. Be creative & step outside of your comfort zone.

- **Interventions Supported by a Literature Review**: Write a 4-page description of your interventions supported by your literature review. Find a minimum of 10 sources.

- **References**: The references must be in accordance with the APA Manual (2010) format. There must be a one-to-one correspondence between the sources cited in the *Interventions Supported by a Literature Review* section of this research paper and the entries on the reference page.

Role-Play Video Recording

Students will construct a video recording able to be submitted electronically in which they will role-play a counselor in a counseling session with a volunteer role-playing the client. Students may not use an immediate family member (husband, parent, sibling, son, or daughter) as a client for this assignment. Students will demonstrate that they can use the microskills effectively, which is defined as using Level III microskills. Be sure to record only yourself it is not necessary to record your volunteer, as the professor will be looking for effective microskills demonstrated by the student counselor. Note, there is a written requirement to this assignment included with the video recording; details are described below.

1. Make a 20-minute video recording in which you demonstrate your counseling session. Be sure your recording is able to be submitted electronically via blackboard and is able to be
seen by your professor using a PC. Suggestion: Do not use professional recording equipment as many programs may not be compatible with all devices.

Written Submission:
2. Set up the counseling session in one page. Provide salient information about the client and the session.
3. Provide a 2-page verbatim transcript.
   a. Put the words of the counselor and client in a left-hand column. Single-space each set of counselor and client words. Double space as speakers change.
   b. Put the evaluation of the counselor response in the right-hand column. Begin with the rating of the counselor response. Then identify the microskill(s) used in each response. The easiest way to make two columns with Microsoft Word is to create a table with two columns and one row.
4. Write a 2-page evaluation of the counseling session. Incorporate examples of effective counseling and rationale for your judgment. Mention parts that might have been done differently and include how you might have done them.
5. Write a one-page reflection on what it was like to do this assignment.

Final Exam
The final exam will be in essay format. This exam will be electronically delivered to the student the last week of the course term. The exam is open-book format.
Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tr>
<td>1. Participation Responsibilities</td>
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<td>2. <em>YouTube</em> Evaluation</td>
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<td>3. Theoretical Orientation Reflection</td>
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<td>4. Theoretical Case Study Written Research</td>
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<td>5. Role-Play Video Recording</td>
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<td>6. Final Exam</td>
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**Total Possible Points** 100

University’s Grading System

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<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>86 - 89</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83 - 85</td>
<td>3.0</td>
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<tr>
<td>B-</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D</td>
<td>65 - 69</td>
<td>1.3</td>
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<tr>
<td>D-</td>
<td>60 - 64</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>0.0</td>
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General Class Evaluation Procedures

All materials required for submission to the instructor are graded according to the University’s grading system. All component of the class grading system listed below carry equal weight in determining your final grade. Students are expected to take quizzes, exams and submit all assignment at scheduled times.

Criteria for Grading Written Work

- All assignments need to have a cover page that includes name, course number and section, and date.
- Graduate level work
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follows directions
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in a grade reduction.

Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

The following APA guidelines must be used for all written papers.

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1” top, bottom, left and right
- Use no more than two lines (single spaced) for your name, assignment, date etc.

IMPORTANT NOTES:

- Late assignments will be deducted 10 pts. per day
- Please do not email or call the professor regarding missed assignments.
- Points are deducted for grammatical and spelling errors (2 pts. for each erro
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Instructional Focus</th>
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</table>
| 1    | January 12-16 | 1. Blackboard Course Module 1  
2. Syllabus  
3. Course Introduction  
4. Mini Quiz- Syllabus  
| 2    | January 19-23 | 1. Blackboard Course Module 2  
| 3    | January 26-30 | 1. Blackboard Course Module 3  
6. YouTube Evaluation Due |
| 4    | February 2-6 | 1. Blackboard Course Module 4  
| 5    | February 9-13 | 1. Blackboard Course Module 5  
6. Theoretical Case Study Written Research Due |
| 6    | February 16-20 | 1. Blackboard Course Module 6  
6. Role Play Video Recording Due |
| 7    | February 23-27 | 1. Blackboard Course Module 7  
4. Theoretical Orientation Reflection Due |
|      | March 1, 2015 | **FINAL EXAM** |
Professional Organizations
American Counseling Association (ACA)
Texas Counseling Association (TCA)
American School Counseling Association (ASCA)

Professional Journals
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of the School Counselor
Journal of Multicultural Counseling & Development
Journal of Cross-Cultural Psychology

Helpful Sources


