Required Text:

James, Richard. K., & Gilliland, Burl E. (2012). Crisis intervention Strategies (7th ed.).


Recommended:


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.

Course Description: This course examines current issues and trends that are of concern to professional counselors with an emphasis on crisis, trauma, disaster, and suicide, and counseling. This course will provide opportunities for research and practice. Role playing and presentations are required.

EDUC 6302, Issues and Trends in Counseling involve three equally important components, namely, cognitive, affective, and behavioral:

1. Cognitive – The cognitive components of this course include, but are not limited to, organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with peers and professor in a learning community.
Students will acquire knowledge, abilities, and skills related to current issues and trends in counseling including, but not limited to, crisis counseling, counseling older adults, college counseling, clients whose first language is not English, and counseling special populations.

2. 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 a potential profession. Students will also become cognizant of feelings, attitudes, and perceptions toward potential clients who are different from themselves.

3. Behavioral – The behavioral components of this course include, but are not limited to, demonstrating appropriate boundary setting, self-disclosure, completing assignments with Masters Level Work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a comprehensive, in-class, final examination.

Students will develop increased knowledge, abilities, and skills in counseling as related to legal and ethical practice. Students will also, become acquainted with professional organizations in the areas of counseling of special interest to students.

Learner Outcomes: The students will be able to:

1. Recognize the well-known issues and trends found in the dominant discourse;
2. Demonstrate knowledge regarding general characteristics and responses to crises, traumas, and disasters;
3. Demonstrate knowledge regarding crisis prevention and planning principles and practices;
4. Discuss crisis prevention-mitigation strategies;
5. Demonstrate knowledge regarding crisis intervention principles and practices;
6. Engage in professional reading and keep abreast of current conversations concerning issues and trends in counseling.
7. Discuss common and unique characteristics of crisis response in children, adolescents, adults, older adults, and special populations, (ex. People with disabilities, with severe and persistent mental illness, and who have limited economic resources).
8. Discuss elements of crisis, traumas, and disasters that impact clients’ immediate and long-term experiences of triggering event and recovery from the crisis.
9. Discuss the four-stages of planning model for crisis management including prevention-mitigation, preparedness, response, and recovery;
10. Discuss responsibilities as member of an interdisciplinary crisis or disaster response team;
11. Recognize the importance of collaboration with other mental health professionals, political entities, families, and communities during times of crisis, trauma, and disaster;
12. Develop some understanding of effective delivery of services when the issues are physical assault, sexual assault, abuse, neglect, intimate partner violence, and experience of individual, family, or community level trauma or disaster;
13. Understand the importance of facilitating clients’ use of natural support systems, such as families, friends, faith communities, and support groups when responding to crises.
Professional counselors provide evidence of competence by demonstrating ability to:

1. Engage in professional reading and keep abreast of current conversations concerning issues and trends in counseling;
2. Discuss basic elements of crisis theory;
3. Discuss common and unique characteristics of crisis response in children, adolescents, adults, older adults, and special populations, for example, persons with disabilities, persons with severe and persistent mental illness, persons who have limited economic resources;
4. Discuss elements of crisis, traumas, and disasters that impact clients’ immediate and long-term experiences of the triggering event and recovery from the crisis;
5. Discuss the four-stages of planning model for crisis management including prevention-mitigation, preparedness, response, and recovery;
6. Discuss responsibilities as member of an interdisciplinary crisis or disaster response team;
7. Recognize the importance of collaboration with other mental health professionals, political entities, families, and communities during times of crisis, trauma, and disaster;
8. Develop some understanding of effective delivery of services when the issues are physical assault, sexual assault, abuse, neglect, intimate partner violence, and experience of individual, family, or community level trauma or disaster;
9. Think of ways to empower clients to be active in prioritizing their own needs during times of crisis or disaster;
10. Understand the importance of facilitating clients’ use of natural support systems, for example, families, friends, faith communities, and support groups when responding to crises.
11. Research issues related to college counseling, the elderly, families with adopted children, clients who are suicidal, etc.
12. Role play clients with varying issues in the domain of this course.

Professional Standards of Behavior/Academic Integrity:

1. Attendance to all classes is mandatory. Students are expected to be present and participate in all class discussions. All readings are expected to have been completed at the time class begins. Absence can result in the renegotiation of this contract. One absence may result in a reduction in grade. Two absences may result in an administrative withdrawal from the class or an F in the course.
2. Be on time each class period. Be prepared to participate.
3. Complete all assignments by the due date. Late assignments will drop one letter grade.
4. Written work should be in English. Papers should be double spaced using 10-12 point font. Any papers written in larger than 12 point will not be accepted. APA format is mandatory.
5. Turn off all cell phones during class.
6. Students with a documented disability, needing academic adjustments or accommodations, is requested to speak with me during the first week of class. All discussions will remain confidential. Students with disabilities will need to also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 OR 3162.
Academic Integrity – the university system is based on respect of intellectual property. Citing sources of information used in one’s work and total reliance on personal ability in individual assessments are fundamentals in scholarly behavior. Any instance of breach in academic integrity will be documented and reported to the Dean of the School of Education. You will be informed of this action and must submit a written response to the charge. I have the right to fail you (the student) for the specific project or the entire course.

Plagiarism

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., the APA Manual (2010) rules for citing and referencing must be followed.

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. Always use 12-point font, Times New Roman, double space, left margin. Do not justify margins.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) 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 cite it properly.

Copying a paragraph or more or 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. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other papers which you have written without using proper APA Manual (2010) 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 master’s level work even if you cite it properly. Plagiarism is a violation of integrity.

The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and
change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08, for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

**Self-plagiarism.** Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).
Assignments:

Attendance and Participation Responsibilities

Students are expected to be present for and participate in all class discussions. All readings are expected to have been completed at the time class begins. Absence can result in the renegotiation of this contract. One absence will result in a reduction in grade. Two absences will result in the student being asked to withdrawal from the class or an F in the course.

Class Discussions (15%): There will be class dyad, group discussions and role play on various topics related to this course.

Counseling Role-Play/Reflections (15%)

Students will form a dyad. For ten minutes in class, you (student) will demonstrate a counseling session. One student will role-play the counselor, and the other student will role-play the client. Then you (student) will change roles and demonstrate another counseling session role play. Every student must participate.

You (the students) will demonstrate that you can use the microskills effectively. Level III reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences will be demonstrated. Each student will have the opportunity to role play the counselor, and each student will have the opportunity to role-play the client. After each session, shared reflection will occur.

You (the student) will write a two-page reflection of your role-play. One page is for your reflections as a client, and the second page is for your reflection as a counselor. You (the student) will write in your “Header” your name and the title Client Reflection or Counselor Reflection. The body of the paper will be in Times New Roman (font), double spaced with font being 12 pitch in size. Each reflection will be written in 3rd person and should include at least two cited sources in APA format.

Empathic Rating Scale

For those students who have not had EDUC 5366, Counseling Theories and Approaches, this is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

Level 1: Hurtful. Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be all right,” belongs here.

Level 2: Subtractive. Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimizes client statements.

Level 3: Accurate. This is the minimal helping response and required for masters level work. Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate.
Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.

**Level 4: Additive. Includes inferences.** Counselor is truly additive, that is; counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four, the greater the possibility of this happening. Level 4 is not better than Level 3; it is used when appropriate.

**Level 5: Action.** Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy is obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level 5 is not better than Level 4 or Level 3; it is used when appropriate.

**Power Point Assignments (15%)**

You (the student) will choose a topic and do a 30 minute power point on one of the topics below. You are encouraged to bring a variety of outside information resources (videos, etc.) that will enhance the presentation and make for a rewarding educational experience. You must have a minimum of 5 peer-reviewed, journal articles in addition to the textbook. **It is required that the presenters engage the other students in presentation.**

1. Teen Age Suicide
2. School and Cyberbulling
3. Internet Addiction
4. Post Traumatic Stress
5. Chemical Dependency
6. Sexual Assault in School Age Children
7. Teenage Partner Violence
8. Personal Loss (Bereavement and Grief)
9. Burnout in the Helping Profession
10. Gay & Lesbian Relationships
11. Conflict Resolution (Schools, Hostage Negotiation, etc.)

**Things to Include in the Power Point**

- General Information about the issue.
- Statistical information if any.
- Is this issue more prevalent in certain Cultures?
- What is the rationale for the relevance of this topic to this course?
- Reflect upon the relationship between your topic and your future as a professional counselor.
Black Board Discussion Board Assignments (15%)

There will be 5 Blackboard (Bb) assignments. The Discussion Board will open the night before the class meeting and will close the night before the next class meeting. The Bb assignments are due on Friday. You must post a substantive reply to 2 peers in order to earn full credit for this assignment.

What it means to be substantive

When you participate in Bb discussions, remember that your responses must be BRIEF BUT SUBSTANTIVE to get good credit.

Your responses should --

- Greet a specific student by name.
- Briefly remind us of what he, she, or they said with a very short summary of the idea they presented.
- Include detail from our text and peer review journal articles as evidence for what you have to say (Remember that others will need to draw on our readings, too, so only use just enough information from our readings to make your point clearly).
- Add new information to the conversation (we don't want to be reading the same thing over and over).
- Use class vocabulary [either common or technical vocabulary or both].
- Clearly cite the source(s) of information and evidence that you do use per APA format.
- Be free of major grammatical errors and very coherent (easily and quickly understood and without contradictions).

Paper (15%)

You will write a 3 –5 page paper on the Reflection titled: “My Role As A Counselor” in reference to this class and Current Issues in Counseling. You will use APA Style, 12 pt font and double spaced. You must have a minimum of 3 peer-reviewed, journal articles in addition to the textbook. Include in paper: Why I want to be a counselor? Should Counselors be culturally sensitive?

Final Examination

The final exam is a comprehensive evaluation and analysis of a particular current issue presented in this course. In the form of a research paper students will construct a 5 page paper supported by information from the research based discussions and reflections from the role-plays. In APA format student will use a minimum of 5, peer-reviewed, journal articles and include the following sections:

- Theoretical Overview of Crisis Intervention
- Detailed Evaluation of Selected Topic
- Prevention/Intervention
- Programs that Address assigned Topic
- Identify Deficits and Propose Improvements

Select from the following Topics:
**Crises in Homeless Families**

**Challenges with Cross-Racial Adoption**

**Crises among First-Generation College Students**

**Effects of Acts of Deliberate Cruelty**

**Crises among Undocumented Students**

**Crises among Afro-Caribbean Immigrants**

**Suicide**

**Adoption by Homosexual Couples**

**Self-Injury**

**Trauma Brought on by Sudden Death**

**Trauma Brought on by Sexual Assault**

**Trauma Brought on by Hurricanes**

**Struggles with Mental Illness**

**Challenges with Adoption of Children Older than Infants**

Adjustments may be made to the Syllabus if necessary. You will be informed in advanced of adjustments, if any is made.

**Student Evaluation/Grading**

**Incompletes** are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. If there is an acceptable reason for not being able to take the final examination on the day prescribed, the examination can be negotiated for an earlier date with the professor.

**Grades:**

1. Class Discussion-Assignment 10%
2. Blackboard Discussion Board 25%
3. Power point presentation 15%
4. Role Play/Role Play Reflection 15%
5. Paper 10%
6. Final Examination 25%

**Total = 100% (100 points)**

**Weekly Class Schedule**

**Week 1: October 12, 2015**

Go over Syllabus
Put students in groups/dyads
Chapters 1-3/Class Discussion-Assignment Video

**Blackboard Discussion Board**

Blackboard Discussion Board Open
Due Friday, October 16, 2015
| Week 2: October 19, 2015 | Chapter 4-5/Class Discussion-Assignment  
Role Play Reflection Papers due  
Power Point presentation  
Role Play - Dyad  
Video  
Blackboard Discussion Board  
Blackboard Discussion Board  
Due Friday, October 23, 2015 |
|------------------------|----------------------------------------------------------------------------------|
| Week 3: October 26, 2015 | Chapter 6-7/Class Discussion-Assignment  
Role Play Reflection Papers due  
Power Point Presentation  
Video  
Role play – Dyad  
Blackboard Discussion Board  
Blackboard Discussion Board  
Due Friday, October 30, 2015 |
| Week 4: November 2, 2015 | Chapter 8-9/Class Discussion -Assignment  
Role Play Reflection Papers due  
Video  
Power Point Presentation  
Role play - Dyad  
Blackboard Discussion Board  
Blackboard Discussion Board  
Due Friday, November 6, 2015 |
| Week 5: November 9, 2015 | Chapter 10-11/Class Discussion -Assignment  
Role Play Reflection Papers due  
Power Point Presentation  
Video  
Role Play – Dyad  
Blackboard Discussion Board  
Blackboard Discussion Board  
Due Friday, November 13, 2015 |
| Week 6: November 16, 2015 | Chapter 12-14/Class Discussion -Assignment  
Role Play Reflection Papers due  
Power Point Presentation  
Role Play – Dyad  
Video  
Blackboard Discussion Board  
Blackboard Discussion Board  
Due Friday, November 20, 2015 |
| Week 7: November 23, 2015 | Chapter 15-17/Class Discussion - Assignment  
|                          | Role Play Reflection Papers due  
|                          | Power Point Presentation  
|                          | Video  
|                          | **Final Paper Due**  
|                          | **Monday, November 23, 2015**  
| November 30, 2015 | **Final Examination**  
|                          | **Due Thursday, December 3, 2015**  |