Social Justice Teachings

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 Course 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.

Pedagogy

COUN 5357 Guidance Services involves three equally important components, namely, cognitive, affective, and professional. The cognitive includes but is not limited to instruction, class seminar, and writing assignments. The affective includes but is not limited to role-playing, videotaping, and reflection on class and program experience. Analysis of and reflection on attitudes, beliefs, and behavior is ongoing throughout the class program. The professional includes but in not limited to the study of ethics and issues of confidentiality and competency and development of computer technology skills. There is a special emphasis on language diversity and how it impacts the therapeutic relationship. Consultation theories and skills are included. Counseling microskills are emphasized in every class module.

Integrity

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 (2014) of ACA, the ASCA Ethical Standards for School Counselors, the Code of Ethics and Standard Practices for Texas Educators, and the LPC Board. 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. Integrity includes commitment to the Counselor Education Program. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues by sharing and networking in the learning community.

Plagiarism

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. When writing any paper, reference information, websites, books, etc., the APA Manual (2010) rules for citing and referencing must be followed. Copying a paragraph or more or changing words here and there is 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. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

### ADA Statement on Disabilities

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.

### 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 Assignment Requirements

#### 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.
Discussion Board (4)
In the Halbur & Halbur text students will respond to questions from a Clinical Case Study and a Client Case Study for your initial posting. Read and answer the questions presented.

Self-Evaluation Assignments (3)
In an effort to facilitate self-evaluation students will take the following inventories:
- Myer Briggs Personality Inventory http://www.onlinepersonalitytests.org/mbti
- Articulate Your Values (found in Halbur & Halbur, p. 29)
- Selective Theory Sorter (found in Halbur & Halbur, p. 31)

YouTube Evaluations (2)
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:

- Identify the theoretical orientation used
- Describe the techniques used from that orientation
- Evaluate the example using what you have learned in this course
- State the posting and include link

Submit via blackboard no later than the due date.

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 10-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. Provide a 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.
3. 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.

4. Write a one-page reflection on what it was like to do this assignment.

**Theoretical Case Study Written Research**

Students will compose a major written assignment based on the role play case in a school setting. 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.
  - Background of client
  - Identify the symptoms
  - Identify the problem

- **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.

**Theoretical Orientation Reflection**

Using the information covered in this course and personal experience construct your personal theoretical orientation by answering the following:

1. What are your major assumptions about school age children?
2. What role should the therapist play in assisting school age children?
3. What are techniques should be used to assist school age children?

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. Supporting literature must be used in APA format.

**Grading**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Board (4)</td>
<td>15</td>
</tr>
<tr>
<td>2. YouTube Evaluation (2)</td>
<td>15</td>
</tr>
</tbody>
</table>
3. Self-Evaluation Assignments (3) 10
4. Role-Play Video Recording & Written Submission 20
5. Theoretical Case Study Written Research 25
6. Theoretical Orientation Reflection 15

Total Possible Points 100

Criteria for Grading Written Work
- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- 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 grade reduction.

General APA guidelines must be used for all written papers
- Times New Roman
- Font 12 pt
- 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 three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
</tr>
<tr>
<td>90-94</td>
</tr>
<tr>
<td>87-89</td>
</tr>
<tr>
<td>84-86</td>
</tr>
<tr>
<td>80-83</td>
</tr>
<tr>
<td>77-79</td>
</tr>
<tr>
<td>72-76</td>
</tr>
<tr>
<td>70-71</td>
</tr>
<tr>
<td>&lt;70</td>
</tr>
</tbody>
</table>

ECA- Course Session Schedule
(Subject to Change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 23</td>
<td>Blackboard Course Module 1</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 30</td>
<td>Blackboard Course Module 2</td>
<td>- Prochaska &amp; Norcross (2013) Chapter 1. Defining and Comparing Psychotherapies</td>
</tr>
<tr>
<td>September 6</td>
<td>Blackboard Course Module 3</td>
<td>- Prochaska &amp; Norcross (2013) Chapter 4. Existential Therapies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Prochaska &amp; Norcross (2013) Chapter 5. Person-Centered Therapy</td>
</tr>
<tr>
<td>September 13</td>
<td>Blackboard Course Module 4</td>
<td>- Prochaska &amp; Norcross (2013) Chapter 7. Interpersonal Therapies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Halbur &amp; Halbur (2015) Chapter 4. Six Schools of Thought and Their Theories of Helping</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | September 27 | **Blackboard Course Module 6**  
**Theoretical Case Study Due 10/04** |
| 7    | October 4 | **Blackboard Course Module 7**  
**Theoretical Orientation Reflection Due 10/10** |

**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**


