University of Saint Thomas

Issues and Trends in Counseling

Professor :    Email Address pricebd@stthom.edu

Place and Time:  Graduate Center by Appointment

General Description

EDUC 6302 Issues and Trends in Counseling examines current subjects of concern to professional counselors. There is an emphasis on crisis, trauma, and disaster counseling. In addition, the subjects of suicide, college counseling, and geriatric counseling are given emphasis. The course provides opportunity for research and practice. Role playing and presentations are required. This class is a seminar class where students share their readings and research with one another.

Specific Competencies

Counselors are skilled professional who:

1. Are familiar with the issues and trends in counseling;
2. Recognize the well-known issues and trends found in the dominant discourse;
3. Demonstrate knowledge regarding general characteristics and responses to crises, traumas, and disasters;
4. Demonstrate knowledge regarding crisis prevention and planning principles and practices;
5. Study planning, development, and coordinating of organizational crisis and disaster response plans;
6. Discuss crisis prevention-mitigation strategies;
7. Demonstrate knowledge regarding crisis intervention principles and practices;
8. Study crisis-related assessment;
9. Study effective crisis intervention and recovery services;
10. Discuss collaboration with interdisciplinary teams, client support systems, and community resources to assist clients in times of crisis.

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.

Required Texts


EDUC 6302 Issues and Trends in Counseling involves 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, and 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 their potential profession. They will become cognizant of feelings, attitudes, and perceptions toward potential clients who are different from them.

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 increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice. They will become acquainted with the professional organizations in the areas of counseling of special interest to students.

**Evaluation/Grading**

**Grading Scale for UST**

**Incomplete**

**Incomplete**s 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, for example, delivering a baby, the examination can be negotiated for an earlier date.

**Final Examination**

The final examination is a comprehensive, in-class, final examination. There will be no regurgitation of what students have learned. There will be **application of content** and **process** as experienced in **this** course. **Integration, creativity, and depth** are indications of graduate work.

**Retention in the Counselor Education Program**

For retention in **EDUC 6302 Issues and Trends in Counseling** and in the Counselor Education Program “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (*University of St. Thomas School of Education Academic Catalog 2007-2009, p. 4*).

The emotional and mental health of professional counselors is essential to their functioning in an ethical, 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.
The Counselor Education Program functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail a student or dismiss a student from the program who violates the honor system.

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 (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 Education Program students who violate their integrity.

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. 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.**

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).

**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**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. And most of all do not be embarrassed in discussing any problem as ALL are confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students.

**Course Requirements**

**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 may result in an administrative withdrawal from the class or failure of the course.

Assignment 1 (20 points)
Students will role play a counseling scenario. The student/counselor will interview a client who is experiencing a crisis. The student will role play the counselor in a 15 minute counseling session. The client will be someone who is experiencing a catastrophic losses, surviving natural disasters, witnessing accidents, and being victimized sexually or physically. The student will submit a video of the counseling role play to the professor.

Assignment 2 (20 points)
Students will write a two-page reflection of the role-play. Both pages are for their reflection as the counselor. (example, what was the topic, background of the client, how did you fill about your counseling, do you think you were effective, what would you do different if given the chance, etc…..Students will not write a formal title page. In the header of the reflection paper, students will put their names, the date, and the topic, in this case Counselor Reflection. The body of the paper will be in Times New Roman, double space, and left margin. Students will demonstrate that they can use the micro-skills effectively. Level III reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences will be demonstrated.

Assignment 3 (20 points)
The Professor will give the students a scenario or example of a particular crisis. Based on the crisis given the student will develop their own treatment plan using the example of a Treatment Plan given on page 15 and 16 of your textbook (Crisis Intervention and Prevention). Discussion: The students will post the hypothetical Treatment Plan or discussion and comparison.

Assignment 4 (20 points)
The student will give the professor 3 scenarios or examples where ethical considerations may be difficult when counseling a client that may have views that are in conflict with that of the counselor. The opposing viewpoints may be social, religious, cultural ect… How would you handle these situations. Discussion: The students will post these for discussion and comparison.

Research Assignment 5 (20 points)
Students must choose a current issue in counseling. Topics relating to current issues in counseling can be found in magazines, newspaper, TV, or other popular sources of information. They will be in vogue. The prevalence of this topic as a subject of discussion will be clear. Examples are cyber bullying, suicide, internet addiction, unemployment, etc. Students in the class will lead a classroom discussion regarding their topic.
Students will write a one-page rationale for the salience of this topic to this course. It will be written in Times New Roman, double space, and left margin. Students will not write a formal title page. They will place their names, the date, and the assignment in the header. Students will write a one-page summary of their report, which will be placed in the drop box no later than noon on the day they give their oral report. It will be written in Times New Roman, double space, and left margin.

Possible points 100

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 minimize 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.
Reading Assignments and Schedule

Week I
Date
Watters (2010) Chapter 1: The Rise of Anorexia in Hong Kong Reflection Due

Crisis Intervention Strategies
1. Approaching Crisis Intervention.
2. Culturally Effective Helping.

Week II

Crisis Intervention Strategies
3. The Intervention and Assessment Models.
4. Tools of the Trade.

Week III
Watters (2010) Chapter 3 The Shifting Mask of Schizophrenia in Zanzibar Due

Crisis Intervention Strategies
5. Crisis Case Handling.
6. Telephone and Online Crisis Counseling.

Week IV
Watters (2010) Chapter 4 The Mega-Marketing of Depression in Japan Due

Crisis Intervention Strategies
7. Posttraumatic Stress Disorder.
8. Crisis of Lethality.

Week V
Watters (2010) Conclusion: The Global Economic Crisis the Future of Mental Illness Due

Crisis Intervention Strategies
9. Sexual Assault.

Week VI.
Crisis Intervention Strategies
13. Crisis in Schools.

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Week VII
15. Crisis/Hostage Negotiation.
16. Human Service Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue.