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


COUN 5366 – Counseling Theories & Approaches – Syllabus (Fall, 2016)

**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 micro-skills 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 micro-skills, 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 personal technology devices – All electronic devices should cause no classroom disruptions. When necessary, individuals should step outside the classroom to make/take an urgent call and return to the classroom as quickly as possible.

Use of UST email accounts – The preferred mode for email correspondence will be through the my.stthom email system. Please check your email through your my.stthom email or Blackboard accounts for correspondence and announcements.

Late Assignments – It is this 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.
COUN 5366 – Counseling Theories & Approaches – Syllabus (Fall, 2016)

Pedagogy
COUN 5366 Counseling Theories and Approaches 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 micro-skills 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, students and the professor may renegotiate the due date for major assignments. The student and the professor must have this conversation before the assignment is due. This does not include contacting the professor the day before an assignment is due requesting an extension. Renegotiation of the due date will only occur under extenuating circumstances. Otherwise, a 2-point deduction per late day will apply.

Professional Qualities
For retention in COUN 5366, 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 for 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 St. Thomas protects the students, the degree, and the profession.
Discipline, Commitment, Focus
Success in COUN 5366 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 Requirements

I. 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.

II. In-Class Live Counseling Role-Play
Students will form a dyad. For fifteen minutes in class, they will demonstrate a counseling session. One student will role-play the counselor, and the other student will role-play the client. Students must demonstrate that they can use the micro-skills effectively (see samples below). Level III – Reflection of Content and Feeling – must 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 the session, processing will occur (led by the professor).

Empathic Rating Scale

**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 statements.

**Level 3: Accurate. This is the minimal helping response and required to have your tape accepted.** 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 also 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.
III. 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.

IV. 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.

V. 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 micro skills effectively, which is defined as using Level III micro skills. Be sure to record only yourself it is not necessary to record your volunteer, as the professor will be looking for effective micro skills 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. 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 micro skill(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 1-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 1-page reflection on what it was like to do this assignment.
Sample Script One:

**Client:** Yesterday was an especially difficult day. It was my daughter’s birthday. Her death is sometimes more than I can handle on special days.

**Counselor:** I can hear the sadness in your voice. You are grieving the death of your daughter.

Tell me how you have coped in the past on special days.

**Client:** Yes. I took her birthday badly. Last Christmas, I did better. Even though I stood at the Crib in the church for an hour thinking of Rebecca and crying, I felt better when the day was over than I do today, the day after what would have been her 13th birthday. She would have become a teenager. [Client begins to sob softly.]

**Counselor:** You feel as if you are carrying a very heavy weight. You want to be able to have the strength to lift the weight from your heart.

Last Christmas, you lifted that weight. Tell me about it.

**Sample Script Two:**

**Client:** I have been out of work for two months, and each day it gets harder and harder to find work.

**Counselor:** I can hear the frustration in your voice. You have been searching for another job for a long time. You are fearful that you will not be successful.

**Client:** Yes. I have done everything I know how to do to get a job, and it has not been enough.

**Counselor:** You have worked very hard and are feeling anxious. Tell me what you have done so far in your search for a job.
VI. Theoretical Case Study Written Research (FINAL EXAM)
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 3-page description of your interventions supported by your literature review. Find a minimum of 5 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.

**Criteria for Grading Written Work**
All written assignments will be evaluated according to the University of St. Thomas School of Education APA writing rubric. Late work usually results in a grade reduction. Writing assistance is available through the UST Tutorial Service Center, Monday through Thursday from 9:00 a.m. – 7:00 p.m. and Friday from 9:00 a.m. – 2:00 p.m., (713) 525 – 3175.

- 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
- Follows 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 of title page
- Be sure to use your APA 6th edition manual
EVALUATION & GRADING

1. On-Time Requirements & Participation 10%
2. In Class Live Counseling Role Play 10%
3. You Tube Evaluation 20%
4. Theoretical Orientation Reflection 20%
5. Role Play Video Recording 20%
6. Final: Theory Case Study Written Research 20%

Total 100%

FINAL GRADE

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COUN 5366 – Counseling Theories & Approaches – Syllabus (Fall, 2016)

Class Weekly Schedule

Session 1 – August 24th
Introductions
Syllabus
Micro-Skills Practice
Corey (2017) Preface; Chapter 1 & Overview
Halbur & Halbur (2015) Introduction

Session 2 – August 31st
Corey (2017) Chapters 2, 3 & 4
Halbur & Halbur (2015) Chapter 1
Live Role Play
BB Assignment # 1: Due Sept. 5th

Session 3 – September 7th
Corey (2017) Chapters 6, 7, & 8
Halbur & Halbur (2015) Chapter 2
You Tube Evaluation Due
Live Role Play
BB Assignment # 2: Due Sept. 12th

Session 4 – September 14th
Corey (2017) Chapters 5, 9 & 10
Halbur & Halbur (2015) Chapter 3
Live Role Play
BB Assignment # 3: Due Sept. 19th

Session 5 – September 21st
Corey (2017) Chapters 11 & 13
Halbur & Halbur (2015) Chapter 4
Live Role Play
BB Assignment # 4: Due Sept. 26th

Session 6 – September 28th
Corey (2017) Chapters 12 & 14
Role Play Video Recording Due
Video Role Plays
BB Assignment # 5: Due Oct. 3rd

Session 7 – October 5th
Corey (2017) Chapter 15
Video Role Plays
Theoretical Orientation Reflection Due

Final Exam Due: October 8, 2016
Theoretical Case Study Written Research
COUN 5366 – Counseling Theories & Approaches – Syllabus (Fall, 2016)

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


