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-
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.

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
There will be weekly Discussion Board assignments in Blackboard. All on-line assignments must be completed during the week they are assigned. Discussion Board in Blackboard will open at 8:00 PM, on class night and will close at midnight the night before the following class meeting.

Counseling Theories - Power Point Assignment

You have been assigned a theory below. You must prepare at least 22- Slide power-point or no less than a 20 minute presentation regarding the main tenets of that theory/therapy. Students are encouraged to bring a variety of outside information and resources (videos, etc.) that will enhance your presentation and make for a rewarding educational experience. You have been assigned a Therapy/Theory from the list below.

Presentations Therapy:

1. Psychoanalytic Therapy _______________________ J. Beckham – 1/26/17 X
2. Erik Erickson - Psychosocial Theory _______________ A. Bernard – 1/26/17 X
3. Jungian Theory ____________________________ M. Gomez – 2-9-17
4. Adlerian Therapy _______________________________ A. Strambler - 2/16/17
5. Existential Therapy _____________________________
6. Reality Therapy ________________________________
7. Person Centered Therapy __________________________
8. Motivational Interviewing ________________________
10. Experiential Therapy ____________________________
13. Rational Emotive Behavior Therapy – Albert Ellis ____
15. Family System Therapy __________________________ M. Lopez – 2/16/17 X
16. Feminist Therapy ______________________________ K. Lyons – 2/16/17 X
17. Integrative Perspective __________________________ M. Marquez – 2/23/17 X
21. Maslow’s Humanistic Theory of Personality________
24. Multiculturel Counseling and Theory (MCT)________
Things to include in your presentation; if apply:

1. Sketch of Theorist
2. Overview of the Various Theories (Personality, & Psychopathology)
3. Stages (if any)
4. Key Concepts
5. Therapeutic Process
6. Therapeutic Techniques and Procedures
7. Practicalities of each Therapy
8. Brief Forms of Therapy
9. Effectiveness
10. Criticisms
11. Future Direction
12. How can this Theory be used in Education?
13. Make sure you integrate issues of culture and diversity into your presentation.
14. Describe clients who may be helped by the use of this theory.
15. Describe clients for whom this theory might be of little or no help.

Theoretical Orientation Reflection

Using Halbur & Halbur (2015) students will prepare by writing a 1 page reflective discussion using personal work related experiences applied to their chosen theory. The purpose of this assignment is to allow students the opportunity to reflect on course theoretical material as it applies to the school counseling profession. If work related experiences are not applicable, the student is responsible to research the school counseling field.

Theoretical Case Study Written Research
Students will compose a major written assignment based on a case in a school setting. Students will write from the perspective of a school counselor. If students are unfamiliar with school setting case situations I urge you to research current issues in school counseling. This paper will be written according to the APA Manual (2010) in Times New Roman with 12-point font including the settings indicated by the professor in class. A description of each section is indicated below along with the order of your submission. In a timely manner, students may request clarification if any component of this assignment seems unclear. An electronic copy of the completed written assignment will be submitted using blackboard on the due date, during week 5 in E-Portfolio. You will attach it to Taskstream in the E-Portfolio link.

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


- **The Case**: Describe your client in one page. Be creative & step outside of your comfort zone.
Interventions Supported by a Literature Review: Write a 4-page description of your interventions supported by your literature review. Find a minimum of 10 sources.

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

Video Role Play

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

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

Written Submission:

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

Sample 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.
4. **Provide an overall evaluation of the counseling session.** Describe the skills that you have demonstrated, where you can become more skilled, and reflect on your feelings about doing and accomplishing this assignment. [NOT LESS THAN TWO PAGES]

**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.

**Final Exam**

The final exam will be given to you on the last class meeting.

**Grading**

**Assignments**

1. Blackboard Discussion Board 10%
2. *YouTube* Evaluation 10%
3. Theoretical Orientation Reflection 10%
4. Theoretical Case Study Written Research 15%
5. Power Point Presentation 15%
6. Class Discussion PP Assignments 10%
7. Video Role Play & Reflection 15%
8. Final Exam 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

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<th>Grading Scale</th>
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<td>90-94</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>70-71</td>
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<td>&lt;70</td>
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# Course Session Schedule
(Subject to Change)

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<tr>
<th>Session</th>
<th>Date</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/19/16</td>
<td>□ Syllabus</td>
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<td>□ Course Introduction</td>
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<td></td>
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<td>□ Halbur &amp; Halbur (2015) Introduction</td>
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<td>□ Gerald Corey (2013) Chapter 4-5</td>
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<td>□ Class Discussion/Activity</td>
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<td>□ Gerald Corey (2013) Chapter 6-7</td>
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| □ Gerald Corey (2013) Chapter 10-11  
□ Halbur & Halbur (2015) Chapter 4. Six Schools of Thought and Their Theories of Helping  
□ Blackboard Discussion Board  
□ PP Presentations  
□ Video Role Play Due with Reflection |

Theoretical Case Study Written Research

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<th>2/23/17</th>
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| □ Gerald Corey (2013) Chapter 12-13  
□ Blackboard Discussion Board  
□ PP Presentations |

Theoretical Orientation Reflection

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| □ Gerald Corey (2013) Chapter 14  
□ PP Presentations  
□ Class Discussion/Activity  
□ Final Exam Attached In Blackboard |

3/9/16 Final Exam is Due: 3/9/17

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**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**


