University of St Thomas  
School of Education  
Issues and Trends In Counseling – COUN 6302  
Spring, 2017

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Social Justice Tenents

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 Text:


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

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

1. Cognitive – The cognitive components of this course include, but are not limited to, organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with peers and professor in a learning community.

Students will acquire knowledge, abilities, and skills related to current issues and trends in counseling including, but not limited to, crisis counseling, counseling older adults, college counseling, clients whose first language is not English, and counseling special populations.

2. Affective – The affective components of this course include, but are not limited to, bringing life experiences to the table when they enhance the dialogue, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with peers and professor.

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

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

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

Learner Outcomes: The students will be able to:

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

Professional Standards of Behavior/Academic Integrity:

1. Not turning in an assignment on the due date will result in a drop in a letter grade and will count as an absence, for this online class.
2. Participation in Discussion Board will count as a participation grade.
3. Complete all assignments by the due date. Late assignments will drop one letter grade each day it is late.
4. Written work should be in English. Research Papers should be APA style, double spaced using 10-12 point font. Any papers written in larger than 12 font will not be accepted.
5. Students with a documented disability, needing academic adjustments or accommodations, is requested to speak with me during the first week of class. All discussions will remain confidential. Students with disabilities will need to also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 OR 3162.

Academic Integrity – the university system is based on respect of intellectual property. Citing sources of information used in one’s work and total reliance on personal ability in individual assessments are fundamentals in scholarly behavior. Any instance of breach in academic integrity will be documented and reported to the Dean of the School of Education. You will be informed of this action and must submit a written response to the charge. I have the right to fail you (the student) for the specific project or the entire course.

Plagiarism is taking credit for any thought, idea, or work the does not come from you, the student. Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the Counselor Education Program and UST. Plagiarism involves copying from a source without using the proper APA notation. Plagiarism is a violation of integrity.
Assignments:

Class Discussion – 15%

You are expected to participate in class discussions and ask questions of the Power Point (PP) presenters.

Role-Play/Reflections - 15%

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 loss, surviving natural disasters, witnessing accidents, and being victimized sexually or physically.

Empathic Rating Scale

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

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

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

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

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

Level 5: Action. Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy is obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level 5 is not better than Level 4 or Level 3; it is used when appropriate.
Treatment Plan - Short Paper Assignment 3 - 15%

The Professor will give the students a case study of a crisis. Based on the crisis given the student will develop a treatment plan using the example of a Treatment Plan attached in Blackboard under course documents. Submit this assignment in Taskstream. Look in Taskstream and see the rubric that UST is looking for.

Read the case below and develop a Treatment Plan for this client and family.

A Louisiana fishing family has lost everything in Hurricane Katrina. As a result, they have been forced to relocate to Houston, Texas. The family consist of parents and two children, son 13 (7th grade) and a daughter 16 (10th grade). The mother is a house wife, and the father owned a small shrimp boat. They have no relatives in Houston and very little money to speak of and they have just enrolled in your school. As their school counselor use the treatment plan components (attached below) to develop a treatment plan. Be sure to properly cite references in APA format.

Power Point Assignments - 15%

You (the student) will choose a topic and do a 30 minute power point on one of the topics below. You are encouraged to bring a variety of outside information resources (videos, etc.) that will enhance the presentation and make for a rewarding educational experience.

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

Things to Include in the Power Point

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

Black Board Discussion Board Assignments 15%
I believe that most of the learning in this course is done through Discussion Board. **There will be 6 total; (1 weekly) Discussion Board assignments.** The Discussion Board will Thursday evening and will close Wednesday night the following week at midnight. You will have 1 week to answer the question(s) and discuss with 3 of your peers in the assignments as posted by the instructor. 4 total posts.

**Research Paper - 15%**

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. The prevalence of this topic as a subject of discussion will be clear. Examples are cyber bullying, suicide, internet addiction, unemployment, etc. **Include in your paper, a one-page rationale for the salience of this topic to this course.**

*You will write a 5 – 8 page paper on one of the topics above. Your paper must be written in an APA style of writing with Times New Roman font, and double spaced. You will need to use 10 references.*

**Suggested Topics:**

1. Internet Addiction  
2. Personal Loss & Grief  
3. Teenage Pregnancy  
4. Peer Mediation (Conflict Resolution) in Schools  
5. Unemployment (parents)  
6. Homeless (Unaccompanied Youth)  
7. Eating Disorders  
8. Attention Deficit Hyperactivity Disorder (ADHD)  
9. Dating Violence  
10. Cyber Bullying  
11. Suicide  

**Final Exam - 15%**

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

**Student Evaluation/Grading**

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

**Grades:**
1. Blackboard Discussion Board 15%
2. Power point presentation 15%
3. Role Play & Reflection 15%
4. Short Paper Assignment - Treatment Plan 15%
5. Research Paper 15%
6. Class Discussion 10%
7. Final Examination 15%

Total = 100 %

Weekly Class Schedule

Week 1: __________________________
Read the Syllabus
Chapters 1-2– James & Gilliland
Assign Diads
Assign PP dates/topics
Discussion Board - Opens

Week 2: __________________________
Chapters 3-4 James & Gilliland
Chapter 1 – Watters
Role Play
Power-Point
Discussion Board

Week 3:___________________________
Chapters 5-6 – James & Gilliland
Chapter 2 Watters
Role Play & Reflection
Treatment Plan Due – Attach in Taskstream
Discussion Board
Power-Point

Week 4: __________________________
Chapters 7-8 – James & Gilliland
Chapter 3 Watters
Role Play & Reflection
Discussion Board
Week 5: ________________

- Chapters 9-10 – James & Gilliland
- Chapter 4 Watters
- Discussion Board
- Power-Point
- Role Play & Reflection

Week 6: ________________

- Chapters 11-12 – James & Gilliland
- Chapter –Conclusion - Watters
- Research Paper Due – Attach in Taskstream
- Discussion Board
- Power-Point
- Role Play & Reflection

Week 7: ________________

- Chapters 13-14 – James & Gilliland
- Research Paper Due – Attach in Taskstream & link provided.
- Discussion Board
- Power-Point
- Final Exam –

Week 8: ________________

- Final Exam Due

Helpful Sources


Houston, TX: Author.

