Instructor: Crystal Collins, PhD  
Office Hours: By Appointment  
Room:  
Email: collincj@stthom.edu (preferred contact)  
Date/Time: Tuesday, 5:00 – 8:00 p.m.  
Location: Alief

Social Justice Teachings of the Catholic Church

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.
General Description

COUN 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**

<table>
<thead>
<tr>
<th>Textbook(s)</th>
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**COUN 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.

<table>
<thead>
<tr>
<th>Student Accommodations</th>
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<tbody>
<tr>
<td>Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713.525.6983. <strong>Please let me know if I can be of any assistance in this regard.</strong></td>
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<tr>
<th>Professional Standards of Behavior</th>
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<tr>
<td><strong>Attendance</strong></td>
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<tr>
<td>Attendance to all classes is mandatory. 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.</td>
</tr>
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| Late Assignments                 |
| Complete all assignments by the due date. 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. **Late assignments will drop one letter grade.** |

| Academic Integrity               |
| Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. 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 is a violation of integrity.** |

| Use of personal technology devices |
| Cell phones shall be silent or on vibrate during the class. When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible. All laptops, iPads, tablets and other electronic devices should be put away unless being used for class purposes. |

| 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. |
Retention in the Counselor Education Program

For retention in COUN 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

ASSIGNMENTS

- **Readings:** Weekly readings in the textbook.

- **Lectures:** All lecture times will vary and they will be combined with class discussions.

- **Chapter Presentations:** Each student will have a chapter from the book in which they will present a chapter summary in a 15 minute PowerPoint presentation. Chapters will be assigned during the first class. Present copies for the class and professor.

- **Counseling Role-Play Assignment (10 points):** Students will form a dyad. For 15 minutes in class, you (student) will demonstrate a counseling session. One student will role-play the counselor, and the other student will role-play the client. The client will be someone who is experiencing a catastrophic loss, surviving natural disasters, witnessing accidents, or being victimized sexually or physically.

Students will demonstrate that they can use the microskills effectively. Level III reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences will 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 each session, shared reflection will occur.

The student will write a 2-page reflection following the role-play. The student will not write a formal title page. In the header of the reflection paper, students will put their names, the date, and the topic, you will use the title Counselor Reflections.

The body of the paper will be in Times New Roman, double space, and left margin. The reflection will be due the next class meeting.

Empathic Rating Scale

For those students who have not had COUN 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.

- **Treatment Plan Assignment 3 (20 points)** Taskstream Assignment: 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 text book (Crisis Intervention and Prevention).
  Discussion: The students will post the hypothetical Treatment Plan or discussion and comparison.

- **Ethical Scenario 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 etc… How would you handle these situations?
  Discussion: The students will post these for discussion and comparison.

- **Watters (2010) PowerPoint Presentation Assignment:** Using Watters (2010) students will develop a presentation using computer technology. This could be a power point or prexi presentation, the use of a combination of technologies, or any other presentation demonstrating computer technology competence. This presentation will enlighten the student and fellow class mate on issue/issues related across the world.
Chapters will be assigned during the first class. Present copies for the class and professor. It is required that the presenter engage the other students in conversation. The presentation should be a minimum of 15 minutes, not to exceed 30 minutes.

- **Research Assignment 6 10 pts. (Taskstream Assignment):** The student must write a paper on a current issue or trend in counseling (2 page report, APA style with title page). Topic relating to current issues in counseling can be found in journals, magazines, newspaper, TV, or other popular sources of information. The prevalence of this topic as a subject of discussion that will be clear. Be sure to summarize and write a reflection paper. Examples are cyberbullying, suicide, internet addiction, unemployment, etc. Students in the class will lead a classroom discussion regarding their topic.

  Students will include in the paper, the rationale for the relevance of this topic to this course. Your paper will be written in Times New Roman, double spaced, and 12pt font. Students will not write a formal title page. They will place their names, the date, and the assignment in the header.

- **Final:** Comprehensive Final Exam. The final examination is a comprehensive 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.
## Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>1. CAP (Class Attendance &amp; Participation)</td>
<td>5</td>
</tr>
<tr>
<td>2. Chapter Presentation</td>
<td>10</td>
</tr>
<tr>
<td>3. Role-Play Reflection (2 page paper)</td>
<td>5</td>
</tr>
<tr>
<td>4. Treatment Plan Assignment 3</td>
<td>20</td>
</tr>
<tr>
<td>5. Ethical Scenario</td>
<td>20</td>
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<tr>
<td>6. Watters Group Presentation</td>
<td>10</td>
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<tr>
<td>7. Current Issues Assignment 6 (2 page paper)</td>
<td>10</td>
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<tr>
<td>8. Final Exam</td>
<td>20</td>
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</table>

**Total =** (100%)

## FINAL GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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</tr>
<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
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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, for example, delivering a baby, the examination can be negotiated for an earlier date.

Criteria for Grading Written Work

- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follows directions
- 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 usually results in grade reduction.
- Assignments can only be submitted in blackboard if you are present in class that evening.

The following APA guidelines must be used for all written papers.

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab.
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Use no more than two lines (single spaced) for your name, assignment, date etc. at the top of the page
<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
</table>
| 1       | January 24 | 1. Introduction/Syllabus  
2. Class Norms  
3. Create Groups/Dyads  
4. Chapter Assignments  
5. Chapter 1  
6. Chapter 2 |
| 2       | January 31 | 1. Chapter 3  
2. Chapter 4  
3. Chapter 5  
4. Role Play  
| 3       | February 7 | 1. Chapter 6  
2. Role Play  
3. Role Play Reflection Paper due 11:55 pm blackboard  
4. Treatment Plan Assignment (3) due |
| 4       | February 14 | 1. Role Play Reflection Paper due 11:55 pm blackboard  
2. Module 4 Activity (Online)  
3. Ethical Scenario Assignment (4) due |
| 5       | February 21 | 1. Chapter 7  
2. Chapter 8  
3. Chapter 9  
4. Role Play  
5. Role Play Reflection Paper due in 11:55 pm blackboard  
| 6       | February 28 | 1. Chapter 10  
2. Chapter 11  
3. Chapter 12  
4. Chapter 13  
5. Role Play  
6. Chapter 4: The Mega-Marketing of Depression in Japan  
7. Role Play Reflection Paper due 11:55 pm blackboard  
8. Research Assignment 6 due 11:55 pm blackboard |
| 7       | March 7  | 1. Chapter 14  
2. Chapter 15  
3. Chapter 16  
4. Chapter 17  
5. Role Play  
7. Role Play Reflection Paper due in class/11:55 pm blackboard  
8. Final Exam Review |
| 8       | March 11 | **FINAL EXAM – March 11**th blackboard due by 11:55 pm |