University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 6302- Current Issues and Trends in Counseling  
Spring 2016

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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 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, adoption, 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.
11. Become aware of the special circumstances when clients are suicidal, are families with adopted children, or are elderly.

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.

11. Research issues related to college counseling, the elderly, families with adopted children, clients who are suicidal, etc.

12. Role play clients with varying issues in the domain of this course.

**Pedagogy**

**COUN 6302 Issues and Trends in Counseling** uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course and in the Counselor Education Program.

The role of the professor is to come to class prepared and to facilitate conversation. The role of students is to come to the table having mastered the readings and research in order that they can have a scholarly conversation with their classmates and the professor in a learning community and can integrate the readings with their professional lives.

**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 counseling older adults, college students, people experiencing trauma, clients whose first language is not English, immigrants, and other 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 them.

**Modified Contract System**

**COUN 6302 Issues and Trends in Counseling** uses a modified contract system:

1. If students are not meeting requirements in class, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor, and the situation will be addressed.

2. The requirements for each assignment are either met or not. The evaluations of written work are either **accepted** or **not accepted**. **Accepted** means that the knowledge, abilities, and skills demonstrated by the assignment have been mastered (master’s degree work). **Not accepted** means that the knowledge, abilities, or skills represented by the written assignment have not been mastered (not master’s degree work). Students are not given the opportunity to make up their work because each assignment is only one page. There is not a formal paper assigned in the summer. Assignments must be emailed to the professor no later than midnight on the day due. No assignments will be accepted late; in the summer meeting deadlines is essential.

3. In order to receive a **B** in this course, all work must be accepted on time. In the summer, all must be on target. There is no time to submit work late. Presuming all work has been accepted by the professor, if students earn at least an 80% average on the final examination, they earn a **B** in this course. If students earn at least a 92% average, they earn an **A** in the course. Other variables, for example, tardiness or absence, can result in the lowering of grades at the discretion of the professor. Violations of integrity including plagiarism result in failure of the course and possible dismissal from the Counselor Education Program.

**Incompletes**

**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.
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 Counselor Education 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., the APA Manual (2010) rules for citing and referencing must be followed.

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. Always use 12-point font, Times New Roman, double space, left margin. Do not justify margins.

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In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) 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 cite it properly.

Copying a paragraph or more or 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. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other papers which you have written without using proper APA Manual (2010) 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 master’s level work even if you cite 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 Master of Education Program in Counselor Education at the University of Saint Thomas is 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.

Americans 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.
All information regarding accommodations is 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. This protects students’ rights.

Course Requirements

Attendance and Participation Responsibilities

Students are expected to be present for and participate in all class discussions. All readings are expected to have been completed at the time class begins. Absence can result in the renegotiation of this contract. One absence will result in a reduction in grade. Two absences will result in the student being asked to withdraw from the class or an F in the course.

Research Based Discussion Assignment

Each week students will participate in a research based discussion on an assigned topic. Students are responsible for seeking outside research in the form of journal articles to construct a discussion in the discussion thread. Initial posting must be written in APA format with at least 3 sources. At least 2 replies are required for each thread.

Topics which must be covered are as follows:

- Violence-Proofing Schools
- Suicide/Homicide
- Bullying
- Disasters/Hostage
- Gangs
Scenario Short Paper

Based on the crisis given the student will develop their own treatment plan using the information discovered in their research. Outline a plan of action for the following: John is a 6th grader who has just moved to your school from out of state. He is the middle child with 2 athletic brothers. His parent relocated to take care of an elderly parent and in search of a better job opportunities. John has always been shy and had a difficult time making friends. He has a speech impediment and makes average grades. Just recently best friend, Dusty (family pet), ran away. John has shared with you that he wished that he was dead.
Develop a Hypothetical Treatment Plan:

- Overview of Issue
- Theoretical Assumptions
- Internal/External Stakeholders
- Research Based Ethical Decision

No longer than 2 pages; Times Romans; APA citations and references; No Title page or abstract required

Short Research Paper

The final exam is a comprehensive evaluation and analysis of a particular current issue presented in this course. In the form of a research paper students will construct a 5 page paper supported by information from the research based discussions and reflections from the role-plays. In APA format students will use a minimum of 5, peer-reviewed, journal articles and include the following sections:
- Theoretical Overview of Crisis Intervention
- Detailed Evaluation of Selected Topic
- Prevention/Intervention
- Programs that Address Assigned Topic
- Identify Deficits and Propose Improvements

Select from the following Topics

Post-traumatic Stress Disorder
Suicide
Sexual Assault
Partner Violence
Chemical Dependency
Personal Loss

PowerPoint Assignment

Using Watters (2009) *The Globalization of the American Psyche: Crazy Like Us* students will be separated into small groups to develop a 20-minute PowerPoint presentation about the
assigned chapter. The product will include 20 to 25 slides that expand the global impact of the assigned topic. Each group should have a minimum of 5, peer-reviewed, journal articles in addition to the chapter as references. **It is required that the presenters engage the other students in conversation.** Chapters will be assigned during the first class.

**FlowChart**

From the Research paper students will build a flowchart illustrating the implementation of their Crisis Intervention Plan. This flowchart should include tasks and role players. It should resemble directions that would be posted in a handbook for new staff. Be creative and have fun.

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<tr>
<th>Assignments</th>
<th>Points</th>
<th>Grades</th>
<th>Grades</th>
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<tr>
<td>Discussion</td>
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<td>Short Research Paper</td>
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<td>Flowchart</td>
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Readings, Assignments, and Schedule

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<tr>
<th>Dates</th>
<th>Information</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1/</td>
<td>Introduction Syllabus James &amp;Gilliland (2013) Chapter 1</td>
<td>Review all information Get familiar with research tools</td>
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<td>Module 1</td>
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<td>Week 2/</td>
<td>James &amp;Gilliland (2013) Chapter 2</td>
<td>Violence Proofing Schools Discussion</td>
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<td>Week 3/</td>
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<td>Suicide/Homicide Discussion</td>
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<td>Module 3</td>
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<td>Scenario Short Paper</td>
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<td>Week 5/</td>
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<td>Disasters/Hostage Discussion</td>
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<td>Short Research Paper</td>
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<td>Week 7/</td>
<td><strong>PowerPoint Presentation</strong> Watters, E. (2010). *Crazy like us: The</td>
<td>Chapter 1: The Rise of Anorexia in Hong Kong</td>
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<td>Chapter 2: The Wave that Brought PTSD to Sri</td>
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<td>Chapter 3 The Shifting Mask of Schizophrenia in</td>
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<td>Zanzibar Due Watters (2010)</td>
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<td>Chapter 4 The Mega-Marketing of Depression in</td>
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<td>Japan Due Watters (2010)</td>
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<td><strong>Final Exam</strong></td>
<td>Flowchart of Crisis Implementation</td>
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Helpful Sources


