καθολικος

ONLINE, 7-WEEK SYLLABUS

Professor: Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC

Office Hours: faubert@stthom.edu
713-525-3552
Malloy Hall (MLY) 115
Sister may be emailed any time. You may call 713-525-3552. Do not leave a message on the telephone. Emails will be answered within 24 hours.

Integrity of this Course: The Southern Association of Colleges and Schools Commission on Colleges (SACScoc) requires COUN 6302 OL Issues and Trends in Counseling to be responsible for 42 hours of class time and 3 hours of final examination time for this course. This is approximately 3 hours per week writing the Learning Modules and 3 more hours per week on the Discussion Board. The readings and assignments are not considered class time; they are out-of-class requirements. You are taking a 14-week course in 7 weeks. Therefore, you expect to spend twice as much time on this course per week as you would on a 14-week course.

Required


Required for All Writing Assignments

General Description

COUN 6302 Issues and Trends in Counseling examines current subjects of concern to professional counselors with an emphasis on crisis, trauma, and disaster counseling. In addition, the subjects of suicide, college counseling, adoption, geriatric, and long distance counseling are given consideration. The current issues addressed by professional school counselors are investigated. The course provides opportunity for research. This class is a class of 7 weeks where students complete one semester of work. Students share their readings and research with one another in a learning community on the Discussion Board.

Specific Competencies

Counselors are skilled professional who:

1. Are familiar with the issues and trends in counseling;
2. Recognize the general characteristics and responses to crises, traumas, and disasters;
3. Demonstrate knowledge regarding crisis prevention and planning principles and practices;
4. Study planning, development, and coordinating of organizational crisis and disaster response plans;
5. Discuss crisis prevention-mitigation strategies;
6. Demonstrate knowledge regarding crisis intervention principles and practices;
7. Become familiar with crisis-related assessments;
8. Study effective crisis intervention and recovery services;
9. Discuss collaboration with interdisciplinary teams, client support systems, and community resources to assist clients in times of crisis.
10. Become aware of and competent dealing with the special circumstances when clients are suicidal, are members of 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 stages of a 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;

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
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 facilitate the freedom of 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

**Andragogy**

**COUN 6302 Issues and Trends in Counseling** uses a Freirian model as its andragogy (adult education). Consequently, the professor believes students and professor have equal responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that life experiences brought to discussions are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to assign readings, create and post appropriate activities or cases for the Learning Modules and discussions on the Discussion Board. In addition, she accepts Learning Modules and assignments written on a graduate level; she monitors discussions on the Discussion Board. In a word, the professor is responsible for seeing that the goals of the course are met.

The role of students is to master the readings and learning module content in order that they can have a scholarly conversation with their colleagues and the professor on the Discussion Board. Discussions take place in a learning community online. The work on the Discussion Board facilitates mastery in applying cases to text content. Students complete Learning Modules and assignments on a graduate level.

Finally, the professor requires students to learn for its own sake. Working for grades is not acceptable. Students work to prepare themselves to be competent and confident professional counselors who exercise optimal integrity at all times.

**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 colleagues and professor in a learning community. In
order to prepare counselor education students for success as professional school counselors; graduate students will acquire knowledge, abilities, and skills related to traditional and current theories and perspectives in the domain of this course, including, but not limited to crisis and trauma, clients whose native language is not English, immigrants, and other special populations.

2. **Affective.** The affective components of this course include, but are not limited to sharing pertinent life experiences, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with colleagues and the professor. Students will classify and analyze feelings, attitudes, and perceptions toward professional school counseling as their potential profession. They will become cognizant of feelings, attitudes, and perceptions toward potential publics 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 graduate level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a comprehensive, integrated, online, final examination.

Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice, for example, of crisis counseling, trauma counseling, and online counseling. They will become acquainted with the professional organizations in the areas of counseling of special interest to them. Students will master the use of Blackboard as it relates to this online course.

**Retention in COUN 6302 Issues and Trends in Counseling**

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (*University of Saint Thomas School of Education Academic Catalog 2010-2012*, p. 2). Students must demonstrate good judgment in all aspects of their participation in this course.

The emotional and mental health of professionals involved in professional school counseling is essential to their functioning in a legal, ethical, competent, and confident manner. The responsibility of gate-keeping on the part of the professor of this course protects the students, the degree, and the profession.

**Integrity**

Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest academically, affectively, and behaviorally. Integrity implies students become familiar with and practice at all times the *Code of Ethics* (2014) of the American Counseling Association and the ethical requirements of the American School Counselor Association (ASCA).

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
Professional school 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, in this course, the professor has the discretion to fail 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 result in a student’s failing this course. When writing any assignment, reference information, websites, books, etc; the APA Publication 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 source 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 a student has written in the past, or change a few phrases here and there. Do not succumb to this temptation because it will result in this student’s failing this course.

In other words, plagiarism involves copying from a source without using the proper APA Publication Manual (2010) notation. If a student quotes no more than 40 words, this student is required to use quotation marks, name the source, and provide the page number(s). If a student quotes more than 40 words, this student must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if it is cited properly. The requirement is always 12-point font, Times New Roman, double space, left margin unless otherwise explicitly stated by the professor for a specific part of an assignment.

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 a student is wise to close all sources while writing. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

Copying from other manuscripts, which students have written without using proper APA Publication Manual (2010) notation, is also plagiarism. The rules are the same as above. If students quote no more than 40 words, students are required to use quotation marks, name source, and provide page number(s) from the original document. If a student quotes more than 40 words, students must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if cited properly. Plagiarism is a violation of integrity. Plagiarism will result in failing this course.

The APA Publication Manual (2010) describes plagiarism this way:

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
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).
Discipline, Commitment, Focus

Success in COUN 6302 Issues and Trends in Counseling requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

Honor System

COUN 6302 Issues and Trends in Counseling requires the practice of the honor system on the part of all students. The honor system includes but is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

Language Diversity

The University of Saint Thomas and the professor of this course value the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their native language and in preparation to work with clients for whom English is not their native 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 this course.

The professor of this course knows that taking an online course can be especially anxiety provoking for students for whom English is not their native language. If students are having difficulties because of language differences, they are invited to make this known to the professor. Official accommodations cannot be made for students for whom English is not their native language. However, the professor of this course will negotiate with students who are struggling online because they are not online fluent in English.

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 success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. Students are protected in relation to future reception of accommodations if their accommodation records are on file. The University Office for ADA Compliance may ask to see evidence of disability before they specify accommodations as requested by students.

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
Evaluation and Grading

Graduate Level Work

Graduate level work is substantively and qualitatively more complex than undergraduate level work. Graduate level work is never, for example, “from a book”, demonstrative of having memorized lists or thoughts unchanged from a source even when properly cited and referenced. Graduate level work shows depth, integration, and creativity:

Depth requires demonstrating understanding of complexity and comfort with ambiguity and uncertainty. Depth requires exercising competence with complex issues, for example, the cultural influences on responses to stressful events. Depth includes integrating native languages when completing assignments. Depth demonstrates knowledge, ability, and skill with persons who are members of populations historically victimized by racism, gender discrimination, or other factors. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while keeping appropriate boundaries, and professional.

Integration comes about from calling on salient and appropriate personal and professional experiences and applying them to the academic domain at hand. Integration requires the bringing together of various ideas from various sources and then filtering these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate metacognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences, which can influence clients.

Creativity is demonstrated when graduate students enhance scenarios or call up lived experiences related to the content under consideration. Graduate students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences response to stress and choice. Creativity includes adapting the content of assigned readings to client variables, for example, culture, immigrant status, or gender.

Contract

This syllabus is the contract for COUN 6302 OL Issues and Trends in Counseling:

1. Meeting Needs of Students. If students are not meeting course requirements, the professor may have a private conversation with them on the telephone. Students may be contacted by email and may be asked to make an appointment with the professor on Skype or in person in the professor’s office on campus. The situation will be addressed and resolved.

2. Attendance, Punctuality, and Participation. Students are expected to meet all attendance, punctuality, and participation responsibilities. Attendance is

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
understood as being on the Discussion Board, completing Learning Module activities, and submitting assignments as required. **Punctuality** is understood as meeting deadlines for the Discussion Board, Learning Module activities, and assignments. **Participation** responsibilities include graduate level quality of the Discussion Board postings, the Learning Module activities, and assignments.

3. **Learning Module Activities, Assignments and Discussion Board Postings.** All Assignments and Learning Module activities are submitted as a Word document, electronically to faubert@stthom.edu and must be submitted at the time required by this syllabus. Late assignments are not accepted unless students arrange with the professor before the assignment is due or if there is an emergency accepted by the professor. Communication between students and the professor is essential. Grades are determined according to the following protocol:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A = 4.0 Unusual and superior achievement (Superior Graduate Level)
A- = 3.7
B+ = 3.3
B = 3.0 Satisfactory achievement (Acceptable Graduate Level)
B- = 2.7
C+ = 2.3 Below standard (Below Graduate Level)
C = 2.0
C- = 1.7
D+ = 1.3 Unsatisfactory
D = 1.0
F = 0.0 Failure

4. **Final Grade. Discussion Board Postings and Learning Module Activities** are evaluated as graduate level work or not, that is, they are evaluated but not graded.

The purpose of the Learning Module activities is to enhance student counseling skills in the domain of this course. The professor will provide feedback to the Learning Module activities.
The professor will monitor the Discussion Board postings. The purpose of the Discussion Board postings is to provide opportunity for students to engage in shared inferences regarding the assigned readings.

When students submit their final examinations, they have already earned a $B$ in the course as long as their work is completed, submitted, and accepted. If students have not completed all their requirements for this course, their grades will be lowered at the discretion of the professor; the amount of the lowering of the grades will depend upon how much work has not been completed, submitted, and accepted.

5. **Final Examination.** The final examination separates the students who earn an $A$ in the course from the students who earn a $B$ in the course. Students are required to earn at least a 92% or an $A$ in the final examination to earn an $A$ in the course. The final examination may be taken early with the permission of the professor for serious reasons; the final examination may not be taken after the scheduled date.

6. **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 result in an incomplete in this course.

**Course Requirements**

APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments unless otherwise stated in the directions. Assignments are submitted in formal, academic, United States English. The professor is available to help students who are unfamiliar with formal, academic, United States English or for whom United States English is not their native language.

All assignments must be submitted no later than midnight on the due date, which is always a Thursday. Assignments are submitted via email to faubert@stthom.edu. The professor will reply with “Thank you” to let students know assignments have been received. All Learning Module activities are submitted to faubert@stthom.edu with feedback.

Discussion Board postings are required to be no fewer than 100 words. They are accepted as graduate level work or not. In addition, students will respond to 2 colleagues each week. All work on the Discussion Board will be posted in Times New Roman, 14-point, and bolded.

If they have not met graduate level standards, the professor will contact students via email. The professor may make an appointment on the telephone, on Skype, or in her office to discuss and resolve the issue of the quality of work.

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
In Vivo Assignment

In Vivo assignment is due Thursday, February 9, 2017 at midnight

The purpose of this assignment is to help students become more familiar with the services available to persons presenting with issues in the domain of this course. In addition, students will have the opportunity to interface with professionals working in settings similar to those to which they aspire. Finally, students will have the opportunity to assess sites to which student-clients might be referred.

Students will make arrangements to visit a site where professional counseling dealing with issues in the domain of this course is practiced. Students will interview at least one professional person, preferably a professional counselor, at the site. The site may be an educational institution, an agency, a clinic, or a private practice. It may not be the place where the student works.

Directions for Writing: Students will write a manuscript, which will be emailed to the professor as a Word attachment no later than midnight on the due date. This manuscript will be written in formal, academic, United States English. Times New Roman, 12-point, and double space are required.

Title Page. The title on the title page will be the name of the place visited.

Page 2. The title is repeated and centered at the top of page 2; it is not bolded.

Headers. Make sure the header on page one is different from the header on the subsequent pages as required in the APA Manual (2010).

Side Headings. The side headings and page(s) for each section are

Description of Site (1/2 page)
Credentials and Role of Interviewee (1/2 page)
Group(s) Served (1/2 page)
Nature and Extent of Services (1 page)
My Thoughts and Feelings (1 page) – This section answers the question, “If I were a client at this site, how would I feel? What would I think? Would I return?”

Note: Do not write more than the assignment requires. The professor will not read more than is required. Make sure you focus on the topic when you write each section.

Research Assignment
Due with the Final Examination

The purpose of this assignment is to meet the SACSco requirements for research and to provide students with the opportunity to learn about a specific area in the domain of this course with which they are particularly interested.
In 7 weeks students cannot write a graduate level, formal, research document; it is humanly impossible. Hence, students will choose a topic in the domain of this course. Topics for approval will be emailed to the professor no later than the third week of this course. Topics will be posted for students to see. Every week, students will find 3 peer reviewed journal articles regarding their topic.

Since 7 \times 3 = 21, there will be 21 references submitted as item one of the final examination.

**Directions for Writing:** Students will prepare a formal, title page in APA (2010) format. Students will prepare formal reference pages with 21 references in APA (2010) format; this title page and reference pages will be submitted as item one in the final examination.

Topics relevant to the domain of this course:

- **Refugees.** Professional school counselors are helping teachers and administrators welcome refugees into their schools in Texas. If you choose this topic, you may read about refugees in general or focus on refugees from one particular nation. Begin by carefully defining the meaning of refugee.
- **Distance Counseling and Distance Counseling Certification** (DCC)
- **Crisis** (for example, sudden death of a parent of a student-client; loss of employment of guardians of a student-client resulting in physical abuse of student-client; foreclosure of home resulting in having to move and attend a new school; homelessness; mental illness of student, sibling, or parent, etc.)
- **Trauma** (for example, sexual abuse of a student-client, physical abuse of a student-client, etc.)
- **Disaster** (for example, tornados resulting in loss of school building, earth quakes resulting in death of classmates, hurricanes resulting in being displaced to another city and school, etc.)
- **Suicide** (for example, school counselor’s reducing suicide ideation in a middle school, suicide of a parent, classmate, suicide attempt on the part of student-client)
- **Language** (for example, the use of native language in counseling; what counselors need to know about language development, interpretation in counseling, etc.)
- **College** (for example, international students, first in family to attend college, immigrant students, LGBT students, etc.)
- **Adoption** (for example, families with children adopted from countries other than the USA, cross racial adoption, etc.)
- **Post Traumatic Stress Disorder** (for example, military personnel returning from Iraq or Afghanistan, etc.)

**Readings, Learning Modules, and Discussion Board**

**Directions for Reading**
It is imperative that students complete the reading assigned each week. Students are responsible for all reading assignments contained in this syllabus. Historically, students in the classes of Sister Faubert learn that if they keep up with the work each week, they do not have to prepare for the final examination.
Directions for Learning Module
There are one, two, or three Learning Modules for each due date. When there is more than one Learning Module, choose one to submit for feedback, and study the others. Students are responsible for all the Learning Modules, but it would be too time consuming for students to complete the required activity for each Learning Module. The directions for each Learning Module are clearly stated at the top of the activity under Learning Module Directions.

Make sure you place your name and the chapter number and name in the header. Make sure you number your pages in the upper right. Email each Learning Module to faubert@stthom.edu no later than midnight on the date due.

Directions for Discussion Board
The assigned readings from the chapters in the Watters (2010) book are the topics for discussion for all dates except two. The professor will look for inferences students draw related to their future professions. She is interested in what students are thinking and feeling about the content of the respective chapters.

On February 9, 2017, the In Vivo assignment is due; so there is no Discussion Board for this date. On March 9, 2017 students will share their research. The directions are given below under March 9, 2010.

No fewer than 100 words are required, and students will respond to 2 Discussion Board postings each week.

January 19, 2017
Reading
Master the syllabus. If students have any questions, they will email the professor at faubert@stthom.edu or call her at 713-525-3552.

Learning Module
Master the directions. If students have any questions, they will email the professor at faubert@stthom.edu or call her at 713-525-3552.

Discussion Board
Master the directions. If students have any questions, they will email the professor at faubert@stthom.edu or call her at 713-525-3552.

January 26, 2017
Reading
James & Gilliland (2013) Chapter 1 Approaching Crisis Intervention
James & Gilliland (2013) Chapter 2 Culturally Effective Helping

Learning Module
Case for Chapter 1: The Case of Gil
Case for Chapter 2: The Case of Socurra

Discussion Board
Watters (2010) Chapter 1: The Rise of Anorexia in Hong Kong

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
February 2, 2017
Reading
James & Gilliland (2013) Chapter 3 The Intervention and Assessment Models
James & Gilliland (2013) Chapter 4 The Tools of the Trade
Learning Module
Case for Chapter 3: Facilitating a Group
Case for Chapter 4: Case of Penny Graham
Discussion Board

February 9, 2017
In Vivo assignment is due at midnight tonight.
Reading
James & Gilliland (2013) Chapter 5 Crisis Case Handling
Learning Module
Case for Chapter 5: Case of Guadalupe
Discussion Board
Because the In Vivo assignment is due there is no Discussion Board required.

February 16, 2017
Reading
James & Gilliland (2013) Chapter 6 Telephone and On-Line Crisis Counseling
James & Gilliland (2013) Chapter 7 Posttraumatic Stress Disorder
Learning Module
Case for Chapter 6: Case of David
Case for Chapter 7: Case of Cécile
Discussion Board
Watters (2010) Chapter 3 The Shifting Mask of Schizophrenia in Zanzibar

February 23, 2017
Reading
James & Gilliland (2013) Chapter 8 Crisis of Lethality
James & Gilliland (2013) Chapter 9 Sexual Assault
James & Gilliland (2013) Chapter 10 Partner Violence
Learning Module
Case for Chapter 8: Case of Beverly
Case for Chapter 9: Case of Catherine
Case for Chapter 10: Case if a Battered Woman
Discussion Board
Watters (2010) Chapter 4: The Mega-Marketing of Depression in Japan

March 2, 2017
Reading
James & Gilliland (2013) Chapter 11 Chemical Dependency: The Crisis of Addiction
James & Gilliland (2013) Chapter 12 Personal Loss: Bereavement and Grief
James & Gilliland (2013) Chapter 13 Crisis in Schools

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
Learning Module
Case for Chapter 11: Case of Ronald
Case for Chapter 12: Case of Imani Ekpu
Case for Chapter 13: Case of Nico

Discussion Board
Watters (2010) Conclusion

March 9, 2017
Reading
James & Gilliland (2013) Chapter 14 Violent Behavior in Institutions
James & Gilliland (2013) Chapter 15 Crisis/Hostage Negotiation
James & Gilliland (2013) Chapter 16 Human Services Workers in Crisis: Burnout, Vicarious

Learning Module
Case for Chapter 14: Case of Solomon and Sarah
Case for Chapter 15: Case of Antoinette Tuff
Case for Chapter 16: Case of Ronald E. McNair Discovery Learning Academy

Discussion Board
Share the name of your research topic, three things you have learned, and how your topic might help you as a professional counselor.

March 16, 2017
The final examination will be sent March 13, 2017. It is due no later than midnight on March 16, 2017.

March 23, 2017
Grades are due in the registrar’s office. The professor will submit grades to the registrar’s office no later than March 23, 2017 at midnight.

Helpful Sources


This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.


This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD. It may not be used without their permission.
American Counseling Association (ACA) (Southern Region)
5999 Stevenson Avenue
Alexandria, VA 22304

AAC Association for Assessment in Counseling
AADA Association for Adult Development and Aging
ACCA American College Counseling Association
ACES Association for Counselor Education and Supervision
ACPA American College Personnel Association
AHEAD Association for Humanistic Education and Development
ALGBTIC Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling
AMCD Association for Multicultural Counseling and Development
AMHCA American Mental Health Counselors Association
ARCA American Rehabilitation Counseling Association
ARVIC Association for Religious and Values in Counseling
ASGW Association for Specialists in Group Work
IAAOC International Association of Addictions and Offender Counselors
IAMFC International Association of Marriage and Family Counselors
MECA Military Educators and Counselors Association (Organizational Affiliate)
NCDA National Career Development Association
NECA National Employment Counseling Association

Texas Counseling Association (TCA)
316 West 12th Street, Suite 402
Austin, TX 78701

There are State of Texas divisions corresponding to the national divisions, for example, TexAMCD is the Texas Association for Multicultural Counseling and Development.