καθολικος

ONLINE, 7-WEEK SYLLABUS

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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. 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. In lieu of the final examination in this course, there is a final project. A final project in lieu of a final examination is permitted by SACScoc.

Required


Required for All Writing Assignments


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COUN 6302 Issues and Trends in Counseling OL; Class Number 2022; Term 3274;
Section KK1G; Spring 2018; Session Compressed Track 1; Career Graduate;
January 18, 2018 to March 7, 2018

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. Learning Modules are returned to all members of the Learning
Community by the professor.

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;

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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. Write dialogues demonstrating counseling skills 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 reads and provides feedback to the Learning Modules and assignments, which she expects to have been 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:

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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 final project. 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.

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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).

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

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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:

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

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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).

**Predatory Journals**

Succinctly, a predatory journal is one which will publish an author’s article without an editorial board reviewing it, offering suggestions for editing, or accepting or rejecting the article for publication. In addition, predatory journals require payment upfront for publication. If students are not familiar with a journal, the professor’s suggestion is they Google the name of the journal. Especially, if an unfamiliar journal has a volume number less than 12, authors are suspicious and look up the journal. The professor forbids the use of predatory journals in any work students do.

**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.

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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.

**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 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. **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 knowledge, abilities, and skills in the domain of this course. The professor will provide feedback to the students regarding Learning Module activities. Learning Module activities with feedback will be shared with all members of the learning community.

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 projects, 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

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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. 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 returned to students 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 Discussion Board postings or responses 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.

In Vivo Assignment

In Vivo assignment is due Monday, February 12, 2018 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.

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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)
facilitators and inhibitors to effective service (1 page) – This page addresses the reasons I would come back to this site as a client, and the inhibitors address the reasons I would not come back to this site as a client.
my thoughts and feelings (1 page) – This page shares the thoughts and feelings the writer have as a result of having done this assignment.

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 Monday, February 19, 2018 at midnight

the purpose of this assignment is to meet the SACSco requirements fsor 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 at faubert@stthom.edu no later than the third week of this course. Topics will be posted for students to see. Students will find 10 peer reviewed journal articles researching their topics. Students will make sure they do not include any articles from predatory journals. Students will read carefully the description of predatory journals in this syllabus.


Topics relevant to the domain of this course are listed here. Students may choose one of these topics; they may choose another approved topic:

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)

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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, earthquakes 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.)

Final Project
Due March 7, 2018 at midnight.

This Final Project separates the As from the Bs. An A is not guaranteed if students complete and submit this final project. Students are competing with themselves for an A in this course.

Directions
1. Choose a case from the syllabus that you have not used in your Learning Modules. (The professor will not read your final project if you choose a scenario you have already used.)

2. With focus on the client who names the story, describe what you see in the case that can be identified as a traumatic or crisis response to a challenging life event. (no more than one page)

3. Describe how you would intervene as the professional counselor. Include a description of the outcome. Make sure your essay is integrated and you provide evidence you have taken this course. (no more than 2 pages)

4. Write a dialogue between you and the client providing evidence you can use what you learned in this course. (There is a chapter in the text on strategies and techniques you can use for help.) (2 pages) [Single space words of client and you. Double space when speakers change.]

5. Reflection. Write a reflection including your thoughts and feelings about doing the final project. (no more than one page)

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Directions for Formal Academic Writing
2. Begin page 2 with the same title as appears on the title page. The title is centered and not bolded.
3. Make sure the header on the title page contains the phrase “Running head:”, and the headers on the subsequent pages do not. Headers are written in upper case.
4. Side headings are located at the left margin and are bolded. Use the following side headings: Case, Interventions and Outcome, Dialogue, Reflections.

Note: More is not better. The professor is looking for quality of graduate level work. She will not read more than the assigned number of pages.

Readings, Learning Modules, and Discussion Board

Directions for Reading
It is imperative that students complete the readings 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 find the final project an affirmation of their accomplishments as a member of this Learning Community.

Directions for Learning Modules
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. Learning Modules will be returned to all members of the Learning Community with feedback.

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 due date.

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. No fewer than 100 words are required, and students will respond to 2 Discussion Board postings by colleagues in the Learning Community each week.
Schedule

January 18, 2018 Introduction
Master the syllabus. If you have any questions, email me at faubert@stthom.edu. Do not text me, and do not leave a voice message on 713-525-3552. You may call this number, but do not leave a voice message.

January 22, 2018 LM 01
Reading
James & Gilliland (2013) Chapter 1 Approaching Crisis Intervention
James & Gilliland (2013) Chapter 2 Culturally Effective Helping
Learning Module LM 01
Case for Chapter 1: Gil
Case for Chapter 2: Socorro
Discussion Board
Watters (2010) Chapter 1: The Rise of Anorexia in Hong Kong

January 29, 2018 LM 02
Reading
James & Gilliland (2013) Chapter 3 The Intervention and Assessment Models
James & Gilliland (2013) Chapter 4 The Tools of the Trade
James & Gilliland (2013) Chapter 5 Crisis Case Handling
Learning Module LM 02
Case for Chapter 3: Facilitating a Group
Case for Chapter 4: Penny
Case for Chapter 5: Guadalupe
Discussion Board

February 5, 2018 LM 03
The deadline for submitting research topics for the research assignment is at midnight.
Reading
James & Gilliland (2013) Chapter 7 Posttraumatic Stress Disorder
James & Gilliland (2013) Chapter 8 Crisis of Lethality
James & Gilliland (2013) Chapter 9 Sexual Assault
Learning Module LM 03
Case for Chapter 7: Laurent
Case for Chapter 8: Beverly
Case for Chapter 9: Catherine
Discussion Board
Watters (2010) Chapter 3 The Shifting Mask of Schizophrenia in Zanzibar

February 12, 2018 LM 04
In Vivo assignment is due at midnight tonight.
Reading
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James & Gilliland (2013) Chapter 6 Telephone and On-Line Crisis Counseling

**Learning Module LM 04**
- Case for Chapter 6: David

**Discussion Board**
- Because the *In Vivo* assignment is due there is no Discussion Board required.

**February 19, 2018 LM 05**
**Research assignment is due at midnight.**

**Reading**
- James & Gilliland (2013) Chapter 10 Partner Violence
- James & Gilliland (2013) Chapter 11 Chemical Dependency: The Crisis of Addiction
- James & Gilliland (2013) Chapter 12 Personal Loss: Bereavement and Grief

**Learning Module LM 05**
- Case for Chapter 10: Battered Woman
- Case for Chapter 11: Ronald
- Case for Chapter 12: Imani Ekpu

**Discussion Board**

**February 26, 2018 LM 06**

**Reading**
- James & Gilliland (2013) Chapter 13 Crisis in Schools
- James & Gilliland (2013) Chapter 14 Violent Behavior in Institutions
- James & Gilliland (2013) Chapter 15 Crisis/Hostage Negotiation

**Learning Module LM 06**
- Case for Chapter 13: Nico
- Case for Chapter 14: Solomon
- Case for Chapter 15: Antoinette Tuff

**Discussion Board**
- Watters (2010) Conclusion

**March 5, 2018 LM 07**

**Reading**
- James & Gilliland (2013) Chapter 16 Human Services Workers in Crisis: Burnout, Vicarious

**Learning Module LM 07**
- Case for Chapter 16: 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 7, 2018**
**The final project is due at midnight.**

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Helpful Sources


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**Professional Organizations**

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

ASCA American School Counselor 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.

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