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 Course Description

COUN 5366 Counseling Theories and Approaches includes the study of the principles, assumptions, techniques, and procedures associated with major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

COUN 5366 Counseling Theories and Approaches facilitates acumen in fostering client decision making, goal setting, problem posing, and problem solving. This course examines the contexts of elementary, middle, and secondary school settings and licensed professional counseling settings. It investigates research related to the application of the counseling theories and techniques. It probes the dynamics of interpersonal relationships including but not limited to those related to issues of race, ethnicity, gender, class, and distinctive populations within professional counseling settings. This course develops the knowledge, abilities, and skills to serve successfully clients whose first language is not English.

COUN 5366 Counseling Theories and Approaches involves three equally important components, namely, cognitive, affective, and professional:

- **Cognitive.** The cognitive components of this course include but are not limited to professional conversations with peers and professor in a learning community. Students will acquire knowledge, abilities, and skills in using the primary theories of counseling and modify traditional theories and practices to address issues of culture and diversity. Students will expand knowledge, abilities, and skills to serve successfully clients whose first language is not English.

- **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.

- **Professional.** The professional 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. Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice and become acquainted with the professional organizations in the counseling profession. The capstone experience is the successful completion of the comprehensive, in-class final examination.

Specific Competencies & Assumptions

Professional School Counselors:

1. Understand the major theories of counseling for the purpose of applying them effectively;

2. Practice with integrity keeping in mind the Code of Ethics of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the laws applicable to the counseling profession;
3. Can formulate a case study, conceptualize client issues, and apply theory and research appropriately to meet the needs of clients contextually;
4. Can apply effectively theories, results of research, and techniques to issues of gender, class, race, ethnicity, and distinctive populations;
5. Can apply effectively theories, results of research, and techniques to issues of historical privilege and oppression for the purpose of empowering clients;
6. Are able to meet the needs of clients whose first language is not English;
7. Continue to develop computer technology skills in ways that are legal and ethical;
8. Reflect on their thoughts, feelings, and behaviors in order to function in an intentional, purposeful, legal, and ethical manner.

Based on these assumptions, students will work successfully:
1. To master the major theories of professional counseling and apply them effectively;
2. To understand and demonstrate the microskills, including but not limited to unconditional respect, authenticity, and empathy;
3. To understand and apply legal and ethical issues as they specifically apply to professional counseling;
4. To write a case study, thoroughly analyze it, design an appropriate intervention, and create a dialogue;
5. To understand the special issues of traditionally devalued and privileged populations and to be able to apply counseling theories appropriately to contextual issues;
6. To be successful in counseling clients whose first language is not English;
7. To consistently look inward to their own beliefs, biases, prejudices, and any other part of their inner world that might interfere with service to clients as a professional counselor;
8. To appreciate their personal gifts, which facilitate effective counseling;
9. To continue to develop computer technology skills relevant to legal and ethical professional counseling.

Online Course Guidelines

Course Participation: Participation in all course activities are required and frequent visits to Blackboard is encouraged. You should log in at least 2-3 times a week to check announcements, review discussion board feedbacks, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class. Lack of participation in discussion boards and assignments will result as an absence including the renegotiation of this contract. Two absences will result in an F in this course. The student is encouraged to communicate with the professor at all times.

Learning Modules: Two learning modules will be available at all times as the week unfolds. All modules will NOT be available at once. Its student’s responsibility to ensure that each module is completed as per the course schedule listed in the syllabus. Professor will grade assignments as per the due date listed in the course schedule. Students are encouraged to work on their own pace and complete the assignments by the due date (Friday Midnight). Completed learning modules will become unavailable post Friday midnight.

Late Assignments: Details on the due dates for each assignment are presented in the course schedule below. Assignments must be submitted to the instructor by Friday Midnight each
week, if listed otherwise. **When turning in assignments via email, students are expected to save the document as: Last Name_First Name_Name of the assignment.** It is your responsibility to ensure that the instructor receives your documents. It is the instructor’s policy that late assignments will **NOT** be accepted. Submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

**Writing Requirement:** All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. A running head, headings, cover page, and a reference page as per APA Manual 6th edition is a must for all assignments.

**Academic Integrity:** Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.** Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010).

**Plagiarism:** Plagiarism is taking credit for any thought, idea, or work that does not come from the student. When writing any paper, reference information, websites, books, etc., the APA Manual (2010) rules for citing and referencing must be followed. Copying a paragraph or more or changing words here and there is 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. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

**Professional Qualities:** For retention in COUN 5366 Counseling Theories and Approaches and the Counselor Education Program students are required to “demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop . . . professional counselors” (School of Education Catalog (2010-2012, p. 2). In other words, students are required to practice academic rigor, social generosity, and demonstrate the personal, physical, and mental health expected in the counseling profession. The emotional and mental health of professional counselors is essential to their functioning in a legal, ethical, confident, and 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.

**Discipline, Commitment, Focus:** Success in COUN 5366 Counseling Theories and Approaches and in the Counselor Education Program requires personal discipline, commitment to academic excellence and professional development, and focus on excellent performance in all areas of
professional practice. Successful students with these characteristics understand what plagiarism is and never use it for any reason.

**Technology Requirements and Guidelines:** This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu). Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard.

**Use of UST email accounts:** You are encouraged to use your UST email account. The instructor may send messages through Blackboard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

**Instructor Availability:** The instructor will be available for queries via email, with a 24-hour return policy. If a student may need to consult regarding course assignments or learning modules, **instructor is available via phone or skype with scheduled appointments.** It is strongly recommended you not wait until too late in the course before seeking guidance. Please be prepared with questions so that the consultation time can be spent effectively.

**Americans with Disabilities Act:** The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

**Language Diversity:** The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.

**Evaluation and Grade Assignments**

1. **Orientation Syllabus Mini Quiz (5%):** Students will take the mini quiz and demonstrate their understanding of the course objectives and expectations.
2. **Weekly Readings and Discussion Boards (15%)**: Review assigned readings for each week based on the syllabus. Post your thoughts on the questions/cases as per each discussion board in 10-15 sentences. You are then required to respond to at least 2 other peers with a substantial response. Responses should be thoughtful, insightful, and well written. Each discussion board is worth 2.5 points each.

3. **YouTube Evaluation (10%)**: YouTube has hundreds of examples of individual counseling sessions posted. Some represent individual counseling well and others do not. Browse through as many of them as you wish. Choose one that reflects a good example of basic counseling skills and theories. Students will then write a **two-page** evaluation based on the guidelines provided in the rubric below and submit this assignment electronically via email on nayars@stthom.edu by Feb 3rd, 2018. Include your title page, running head, and headings as per APA 6th ed. requirement. The title page is not included as part of the two-page requirement.

4. **Role-Play Video Recording (20%)**: Students will construct a video recording able to be submitted electronically in which they will role-play a counselor in a counseling session with a volunteer role-playing the client. Students may not use an immediate family member (husband, parent, close friend, sibling, son, or daughter) as a client for this assignment. Students will demonstrate that they can use the microskills effectively, which is defined as using Level III microskills. Be sure to record only yourself. It is not necessary to record your volunteer, as the professor will be looking for effective microskills demonstrated by the student counselor. To successfully complete this assignment, follow the guidelines below:

**Recording Guidelines:**

1. Create a 20-minute video recording in which you demonstrate your counseling session as a counselor. Be sure your recording is able to be submitted electronically via blackboard or email and is able to be seen by your professor using a PC.  
   *Suggestion:* Do not use professional recording equipment as many programs may not be compatible with all devices.

2. After taping your session check with your client if there are any portions that should not be shown to the professor. Highlight a ten minutes portion you would like the instructor to review for constructive feedback. The portion you choose to should NOT BE the same portion you transcribe. Keep in mind that it is up to the instructor’s discretion whether or not to view your entire tape. If skill development indicates that you are requiring more feedback and guidance, your entire recording may be viewed.

**Written Submission Guidelines:**

3. **Case Conceptualization**: In one detailed paragraph provide salient information about the client, presenting issues, and intent of the session.
4. **Transcript:** Create a transcript of five minutes of the tape (of your choosing), using the transcript format below. Identify the counseling skills across your comments.

5. **Case Evaluation:** At the end of the transcript, you will evaluate your case by including three paragraphs that highlights your strengths, your areas of improvement, and your goals for the future sessions.

Please refer the rubric below for allocation of points for this assignment. Please include the video link in the paper under reference section and denote the minutes ten minutes you would like the instructor to review for constructive feedback. Turn in this paper electronically via email at nayars@stthom.edu on Feb 16th, 2018. Include title page, header, and headings.

### Transcript Format

<table>
<thead>
<tr>
<th>Statement</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Tell me what’s going on.</td>
<td>Encourager</td>
</tr>
<tr>
<td>CL: Well, I’ve just been admitted to grad school and I am worried about everything.</td>
<td></td>
</tr>
<tr>
<td>C2: You sound really overwhelmed.</td>
<td>Reflection of feeling</td>
</tr>
<tr>
<td>CL: I’m working full-time, I’m dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I’m in over my head.</td>
<td></td>
</tr>
<tr>
<td>C3: Tell me what that’s like for you, being ‘in over your head’…</td>
<td>Focusing</td>
</tr>
</tbody>
</table>

5. **Personal Counseling Theory Model Paper (25%):** As a requirement for this course students will create their personal theoretical model paper based on the following guidelines:

- Using Halbur & Halbur (2015) students will develop their personal counseling theory model.
- Create a fictitious case based on a school setting and apply your theoretical model to the case.
- Please review the detailed rubric provided in the rubric section. This assignment will be **due on Feb 23rd, 2018.** Turn in this paper electronically via email at nayars@stthom.edu.
6. **Final Exam (30%):** Students will take the final exam at the end of the course. Questions of the exam are objective (multiple choice, true or false, and case scenarios), and will test students’ knowledge of the various theories learned over the course of the term. The exam will be posted on Blackboard. This exam is an open book. However, students may NOT use each other, the internet, or other resources. Only the textbook is permissible as a reference when taking the exam. The final exam is due on March 9th, 2018.

### Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Syllabus Mini Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>15</td>
</tr>
<tr>
<td>You tube Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Role Play Paper</td>
<td>20</td>
</tr>
<tr>
<td>Personal Counseling Model Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Grading

<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>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

**Criteria for Grading Written Work**

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments/Readings Due</th>
</tr>
</thead>
</table>
| 1       | Jan 26th | • Orientation Module  
          Review syllabus  
          Course Introduction  
          Orientation Mini Quiz – Syllabus  
          • Learning Module One  
          Corey (2017)  
          Chapters 1 and 2  
          Discussion Board One |  |
| 2       | Jan 26th | • Learning Module Two  
          Corey (2017)  
          Chapters 3, 4, and 5  
          Halbur & Halbur (2015)  
          Chapter 1  
          Discussion Board Two |  |
| 3       | Feb 3rd  | • Learning Module Three  
          Corey (2017)  
          Chapters 6, 7, and 8  
          Halbur & Halbur (2015)  
          Chapter 2  
          Discussion Board Three  
          YouTube Evaluation Due |  |
| 4       | Feb 9th  | • Learning Module Four  
          Corey (2017)  
          Chapters 9 and 11  
          Halbur & Halbur (2015)  
          Chapter 3  
          Discussion Board Four |  |
| 5       | Feb 16th | • Learning Module Five  
          Corey (2017)  
          Chapters 10 and 12  
          Halbur & Halbur (2015)  
          Chapter 4  
          Discussion Board Five  
          Role-Play Video Recording Due |  |
6 Feb 23rd

- **Learning Module Six**
  - Corey (2017)
  - Chapters 13 and 14
  - Halbur & Halbur (2015)
  - Chapter 5
  - Discussion Board Six
- **Personal Counseling Theory Model Paper Due**

7 Mar 2nd

- **Learning Module Seven**
  - Corey (2017)
  - Chapter 15
  - Finals posted on Blackboard due on March 9th, 2018

Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.

**Assignment Rubrics**

**YouTube Evaluation (10 points)**

After reviewing the video of your choice write a 2-page evaluation addressing the following:

- Briefly describe the video and why you choose it. Include the **client presenting problem** along with the link in the reference page (2 points).
- What **therapeutic approach or skills** does the counselor use and how does it correlate with what you have learned in the course so far (3 points).
- What would you have **done differently** if the same case would have been presented to you? Give an example (3 points).
- Present your overall **learning** (2 points).

Please include the above information in four separate paragraphs with separate headings. You may use the bold highlighted words as headings.

**Role Play Video Recording (20 points)**

After recording your counseling video, you may do the following:

- Turn in a paper with
  - One detailed paragraph of **case conceptualization**: about the client, presenting problem, and session intent (2 points)
  - Five minutes worth transcript as described in the format above (4 points)
  - One to two pages with one paragraph each about your strengths, your areas of improvement, and your goals for the future sessions (9 points)
- Share ten minutes video link for constructive feedback from instructor (5 points)
- Please find the empathic rating scale for your reference
Empathic Rating Scale

The following is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

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

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

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

**Level 4:** Additive. Includes inferences. Counselor is truly additive; that is, counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four the greater the possibility of reducing the response to Level 2. Level 4 is not better than Level 3; it is used when appropriate.

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

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**Personal Counseling Theory Model Paper (25 points)**

A. **Using Halbur & Halbur (2015) Intentional theory Selection Model (ITS) address the following (10 points):**

   1. **Life Philosophy (2 points)** – examine your views, beliefs, and values through which you see the world around you. Include:
      - What has shaped your life?
      - How do you see others?
      - What keeps you going?
      - What gives you inspiration?
2. **School of Thought (2 points)**—identify a theoretical paradigm (psychodynamic, humanistic/existential, behavioral, cognitive-behavioral, and postmodern/emergent) that fits your worldview

3. **Theories (3 points)**—under theories include:
   - Describe two theories for each paradigm.
   - Identify a theory or theories that best fits your view of human nature, values, and beliefs.

4. **Goals and Techniques (3 points)**
   - Explain the goal and techniques of your theoretical model.
   - Describe three techniques you will consider using with your client.

B. **Create a fictitious case based on a school setting and apply your theoretical model to the case (7 points)**
   1. Write a case (client description, presenting problem, intervention session) (2 points)
   2. Respond to the following questions (5points):
      - How does your life philosophy affect your view of client?
      - What theory or theories will you use with your client?
      - What goals will you set?
      - What techniques will you use?

C. **Abide by the APA format of writing, include a title page, header, headings and subheadings, page numbers, times new roman and 12point font, double spaced, and reference page (3 points)**

**Professional Organizations**

- American Counseling Association (ACA)
- Texas Counseling Association (TCA)
- American School Counseling Association (ASCA)

**Professional Journals**

- Journal of Counseling & Development
- Journal of Counseling Psychology
- Journal of the School Counselor
- Journal of Multicultural Counseling & Development
- Journal of Cross-Cultural Psychology

**Helpful Sources**


