Molloy College  
Division of Social Sciences  
Department of Clinical Mental Health Counseling  
Master of Science in Clinical Mental Health Counseling Program

COURSE SYLLABUS  
MHC 5140: CLINICAL MENTAL HEALTH COUNSELING FOUNDATIONS  
SEMESTER

Instructor:  
Office:  
Phone:  
E-mail:  
Office Hours:  
Class Room:  
Class Dates:  
Class Times:  
Website:  

**Note:** The Instructor will add the above information each semester.

**Catalog Description, Prerequisites and Credit Hours of Course:**  
This course will provide a thorough overview of the role and scope of the mental health counselor, the community counseling agencies, and the counseling service programs. (3)

<table>
<thead>
<tr>
<th>Course Objectives: At the conclusion of this course, students will be able to address and understand:</th>
<th>CACREP 2016 Standard</th>
<th>Evidenced By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
<td>2.F – 5.d</td>
<td></td>
</tr>
<tr>
<td>2) the impact of technology on the counseling process</td>
<td>2.F – 5.e</td>
<td></td>
</tr>
</tbody>
</table>

**Required Texts:**  
Specific textbook(s) will be selected by the course instructor.

**Supplementary Readings:**  
You will be responsible for any additional notes, articles, or book chapters that are assigned as additional readings.

**Course Outline:**

- Review Syllabus for the semester  
- Profession of clinical mental health counseling  
- Stages of the counseling relationship  
- Attitudes of Effective clinicians  
- Foundational Skills
Non-verbal
- Paraphrasing
- Information gathering
  - Questions
- Personal disclosure statements, note writing, and skills
- Common Skills
  - Experiential activities
- Technology and counseling
- Review of Foundations
- Case Conceptualization
- Treatment Planning
- Ethics
- Practice Sessions
  - Experiential activities

Course Schedule

Note: The specific course schedule will be added each semester by the instructor.

Methods of instruction
The instructor will utilize a combination of:
- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

Grading:
Grades will be assigned on the basis of:
- Written examinations (25%)
- Written critiques of professional articles (25%)
- Presentation (25%)
- Graduate quality research paper (25%)

Grading Policy
The following grading system is used in the Graduate Programs at Molloy College:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality</th>
<th>Point Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0–100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90.0–92.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87.0–89.9</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83.0–86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80.0–82.9</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>77.0–79.9</td>
<td>Not accepted for credit toward degree</td>
</tr>
</tbody>
</table>

Lowest acceptable grade.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>73.0–76.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please refer to Molloy College Graduate Course Catalogue for further grading details.

**Note:** Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

**Course Requirements:**
Lectures and supplementary material will also be posted online. Students are expected to complete all assigned readings and assignments before class meetings.

**Examinations**
There will be written exams to evaluate the student’s grasp of the material. Exams will be based on required readings from books, articles, and lecture materials. All exams will be announced; therefore it will be the student’s responsibility to be present. Makeup exams, including their content and style, will be at the discretion of the professor.

**Presentation:**
Students will present on a research topic based on the foundations in clinical mental health counseling. Further instructions will be given in class.

**Graduate Level Research Paper:**
Students will write a research paper based on a theoretical approach. Further instructions will be given in class.

**Course Expectations**

**Academic Honesty**
The college maintains and affirms a strong policy of academic honesty. Academic integrity is the responsibility of the entire Molloy College community. Members of the academic community have a duty neither to cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Student Handbook.

**Academic Writing**
Students are expected to write in a professional and clear manner. Some assignments must be written in accordance with the APA Publication Manual (6th edition). Specific APA requirements will be outlined within each assignment. Please refer to the APA Publication Manual for additional information regarding writing in APA style. Students may also seek writing support at the Molloy College Writing Center.
**Attendance**
As stated in the college catalogue, “students are expected to attend classes regularly and punctually.” It is the accepted practice at Molloy College that faculty take attendance in all courses. Students should notify faculty if an absence if necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. Administrative withdrawal results in removal from the course with a grade of "WA" or "WF" determined by the point in the term and the academic performance. Students should consult the College catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

**Civility, Respect, and Sensitivity in the Classroom**
We will be dealing with a number of sensitive issues in this class. All of us are responsible for creating an environment in which we feel comfortable and respected, and one to which we can all contribute. Confidentiality is of the utmost importance when dealing with sensitive matters. It is essential that all of us are respectful of each other, even when we disagree, so that a healthy discourse can unfold.
Molloy College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, and differentiate values. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. We need to foster a safe educational experience in which there is a shared sense of respect among and between the students, the instructor and various points of view.
Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked to do the following: 1) turn off all cell phones before class; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g., popping gum, noisy eating, excessively pungent foods); 4) minimize side conversations, and; 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

**Communicating across the Curriculum Requirement**
This requirement is met as the course encompasses all areas of the language arts through the achievement of its objectives, both stated and implied. The course engages students to read, write, listen, and speak through opportunities embedded in various class assignments. See “Grading” section for specific breakdown for this course.

**Counselor Dispositions**
The counselor dispositions are assessed and guided by the counselor education framework. Students in the MS in CMHC program at Molloy College are assessed by following the beliefs and attitudes related to the areas of competence, reflection and caring. As students progress through the program they will be assessed on the major areas in counselor education stemming from these core principles. All students are expected to exhibit the professional dispositions outlined by the ACA Code of Ethics (2014). This includes, but is not limited to, being in class on time, accepting feedback, conducting oneself professionally and ethically, and maintaining confidentiality. Students who do
not uphold these dispositions will lose points for this course and will be encouraged to meet with their instructor and program director. See Student Handbook for further details.

**Late Assignments**
Assignment due dates are clearly indicated in this syllabus. Students are expected to submit assignments on time. Failure to submit assignments by their due date may result in a significant point deductions or a failing grade for the assignment. If extenuating circumstances arise, be sure to speak to the instructor as soon as possible and before the due date of the assignment.

**Students with Disabilities Statement**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the Office of Disability Support Services. It is located in the Casey Building, Room 011. This should be done as early as possible in the semester so that appropriate accommodations may be implemented as soon as possible. Contact: Cari Rose-Tomo, MS, Coordinator, phone: 516.323.3315 and email: crosetomo@molloy.edu or dss@molloy.edu. Please note, no accommodations can be provided without coordination and documentation from the Office of Disability Support Services.

**Technology**
Technology is ubiquitous within education. Throughout the semester, technology is likely to be used within and outside of the classroom. However, the use of technology for purposes other than explicit course content during class time is strictly prohibited. This can include but is not limited to using cellphones, tablets, or computers and laptops.

**MHC 514 - Homework Assignments and Related Instructional Activities:**
The requirements of this course include participation in classroom activities, as well as reading to prepare for class discussions, research, and out of class activities. Please note, these are estimates and some students may require more time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Estimated Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Read assigned material to prepare for class lectures</td>
<td>1900</td>
</tr>
<tr>
<td>Additional Activities</td>
<td>Research paper: research question formulation, library work, data base searches, selection of topic, literature review, analysis, writing paper.</td>
<td>1000</td>
</tr>
<tr>
<td>Class Presentation/ Case study</td>
<td>preparation for class presentation, researching and analyzing articles</td>
<td>2000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4,900</td>
</tr>
</tbody>
</table>
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE*</th>
<th>CACREP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Review Syllabus for the semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Profession of clinical mental health counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Stages of the counseling relationship</td>
<td></td>
<td></td>
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<tr>
<td>Class 3</td>
<td>Attitudes of Effective clinicians</td>
<td></td>
<td>2.F – 5.d</td>
</tr>
<tr>
<td>Class 4</td>
<td>Foundational Skills Non-verbal</td>
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<tr>
<td>Class 5</td>
<td>Foundational Skills Paraphrasing</td>
<td></td>
<td></td>
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<tr>
<td>Class 6</td>
<td>Information gathering: questions</td>
<td></td>
<td></td>
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<tr>
<td>Class 7</td>
<td>Personal disclosure statements, note writing, and skills</td>
<td></td>
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<tr>
<td>Class 8</td>
<td>Common Skills lecture and experiential</td>
<td></td>
<td></td>
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<tr>
<td>Class 9</td>
<td>Technology and counseling Review of Foundations</td>
<td></td>
<td>2.F – 5.e</td>
</tr>
<tr>
<td>Class 10</td>
<td>Case Conceptualization</td>
<td></td>
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<tr>
<td>Class 11</td>
<td>Treatment Planning</td>
<td></td>
<td></td>
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<tr>
<td>Class 12</td>
<td>Ethics</td>
<td></td>
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<tr>
<td>Class 13</td>
<td>Practice Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 14</td>
<td>Practice Sessions</td>
<td></td>
<td></td>
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<tr>
<td>Class 15</td>
<td>Final Exam</td>
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</tbody>
</table>

*In addition to the readings herein, please refer to CANVAS for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.