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

COURSE SYLLABUS
MHC 5100: COUNSELING ORIENTATION AND ETHICS
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 is a prerequisite for all other courses. Graduate Standing and Permission of the Instructor. Professional orientation, personal characteristics, responsibilities, legal and ethical issues relating to professional counseling will be explored. (3)

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


Note: Because of the amount of writing assignments required throughout your counselor preparation program, it is required that you purchase the APA publication manual for your use and reference in every course throughout the program (currently the sixth edition).

Supplementary Readings:
You will be responsible for any additional notes, articles, or book chapters that are assigned as additional readings.
<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) history and philosophy of the counseling profession and its specialty areas</td>
<td>2F – 1.a</td>
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<tr>
<td>2) the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</td>
<td>2F – 1.b</td>
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<td>3) counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</td>
<td>2F – 1.c</td>
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<td>4) the role and process of the professional counselor advocating on behalf of the profession</td>
<td>2F – 1.d</td>
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<td>5) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</td>
<td>2F – 1.e</td>
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<td>6) professional counseling organizations, including membership benefits, activities, services to members, and current issues</td>
<td>2F – 1.f</td>
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<tr>
<td>7) professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
<td>2F – 1.g</td>
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<tr>
<td>8) current labor market information relevant to opportunities for practice within the counseling profession</td>
<td>2F – 1.h</td>
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<tr>
<td>9) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>2F – 1.i</td>
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<tr>
<td>10) technology’s impact on the counseling profession</td>
<td>2F – 1.j</td>
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<td>11) strategies for personal and professional self-evaluation and implications for practice</td>
<td>2F – 1.k</td>
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<tr>
<td>12) self-care strategies appropriate to the counselor role</td>
<td>2F – 1.l</td>
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<tr>
<td>13) the role of counseling supervision in the profession</td>
<td>2F – 1.m</td>
<td></td>
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<tr>
<td>14) history and development of clinical mental health counseling</td>
<td>5C – 1a</td>
<td></td>
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<tr>
<td>15) roles and settings of clinical mental health counselors</td>
<td>5C – 2a</td>
<td></td>
</tr>
<tr>
<td>16) legislation and government policy relevant to clinical mental health counseling</td>
<td>5C – 2i</td>
<td></td>
</tr>
<tr>
<td>17) professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
<td>5C – 2k</td>
<td></td>
</tr>
<tr>
<td>18) legal and ethical considerations specific to clinical mental health counseling</td>
<td>5C – 2l</td>
<td></td>
</tr>
<tr>
<td>19) record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
<td>5C – 2m</td>
<td></td>
</tr>
</tbody>
</table>

**Course Outline:**
A. Historical Perspectives and Trends
   1. Counseling and Guidance in American Education
2. Institutional and Agency Counseling

B. The Counselor as a Person
1. The effective helper
2. Skill assessment

C. The Counselor as a Professional
1. Roles and Functions
2. Relating to other Professionals
3. Certification and Licensure
4. Accreditation
5. Professional organizations and resources
6. Professional preparation standards and responsibilities
7. Careers in the helping professions
8. Technology used in the profession of counseling

D. Social and Cultural Foundations
1. Understanding societal changes and sub-groups
   a. age
   b. religious preference
   c. physical differences
   d. sexual preference
   e. gender
   f. ethnicity
   g. social economical differences
2. Methods of Conflict Resolution

E. Background of the legal profession and its relationship to counseling
1. Source of law
2. Use of legal reference materials
3. Impact of legal issues in the counseling profession
4. Specific focus areas
   a. duty to warn
   b. confidentiality
   c. privileged communication
   d. right of privacy
5. Codes of ethics

F. Defining the relationship between a client and counselor
1. Professional code of ethics
2. Legal concepts
   a. counseling service contracts
   b. professional disclosure statements

G. The counselor's obligation to the client and society
1. Areas of tort liability
   a. negligence
   b. malpractice
   c. defamation of character
   d. invasion of privacy
2. Areas of criminal liability
a. accomplice liability  
b. mandatory reporting of crimes  
c. specific topics - death, sex, minors, drugs

H. Specific black letter law  
1. Federal Statutes  
a. Family Educational Rights and Privacy Act  
b. Hatch Act  
c. Title VII of the 1964 Civil Rights Act  
d. PL94-142 Education for All Handicapped Children’s Act  
e. Americans With Disabilities Act (ADA-1990)

2. Missouri State Laws  
a. licensure  
b. certification

3. Professional Regulations  
a. national certification  
b. national registry

4. Due process issues in the regulations of counseling

I. Application of codes of ethics and legal issues to the practice of counseling

J. Introduction to Clinical Supervision  
1. Supervision Models  
a. developmental models  
b. theory-based models  
c. social-role models

2. Supervision Practices  
a. individual and group  
b. professional growth and development

3. Supervision Processes  
a. evaluation  
b. the supervisory relationship

K. Counselor Self-Care  
1. Techniques and Strategies  
2. Burn-out  
3. Professional Development Plans

L. Advocacy Processes  
1. Client and Professional Advocacy  
a. social justice and the role of the counselor  
b. political process and the role of the counselor

1. Characteristics of effective counselors  
2. The role of personal values  
3. Managing stress and Wellness

B. Legal and Ethical Issues  
1. Confidentiality  
2. Crisis intervention
3. Issues surrounding clients with AIDS
4. Issues surrounding a multicultural perspective

C. Counseling: Content and Process
1. Client from diverse
2. Individual and family systems approaches
3. Core elements
4. Trends in the counseling profession
5. Concept of Wellness and Pathology and the effect on Counseling
6. Prevention techniques

D. Counseling Approaches
1. Psychoanalytic
2. Adlerian
3. Existential
4. Person-centered
5. Gestalt
6. Reality
7. Behavioral
8. Cognitive-behavior
9. Feminist
10. Family Systems
11. Integrative

E. Case Study Presentations

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

Course Schedule
Note: Course Schedule will be added each semester by the instructor.

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>Lowest acceptable grade.</td>
</tr>
<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></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 two 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 ethical issues in 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 510 - 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>
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</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>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENTS DUE*</td>
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<tr>
<td>Class 1</td>
<td>Course Overview; Review of program policy and graduate expectations</td>
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<tr>
<td>Class 2</td>
<td>APA Writing and accessing academic resources</td>
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<tr>
<td>Class 3</td>
<td>History of the Counseling Profession</td>
<td>2F – 1.a; 2F – 1.b; 2F – 1.f; 5C – 1a</td>
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<tr>
<td>Class 4</td>
<td>Licensure and credentialing</td>
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<tr>
<td>Class 5</td>
<td>Ethics in Counseling, Part I</td>
<td>2F – 1.d; 2F – 1.g; 2F – 1.i</td>
</tr>
<tr>
<td>Class 6</td>
<td>Ethics in Counseling, Part II</td>
<td>2F – 1.k; 5C – 2l</td>
</tr>
<tr>
<td>Class 7</td>
<td>Clinical Mental Health Counseling</td>
<td>2F – 1.c; 2F – 1.h; 5C – 2a; 5C – 2i; 5C – 2k; 5C – 2m</td>
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<tr>
<td>Class 8</td>
<td>Client Rights, Informed Consent, and Confidentiality</td>
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<td>Class 9</td>
<td>Laws and Ethics</td>
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<td>Class 10</td>
<td>Multicultural Competence, Counseling, and Ethics</td>
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<tr>
<td>Class 11</td>
<td>Social Justice and Advocacy</td>
<td>2F – 1.e</td>
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<tr>
<td>Class 12</td>
<td>Ethical Boundaries and Values Conflicts</td>
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<tr>
<td>Class 13</td>
<td>Supervision in Counseling</td>
<td>2F – 1.m</td>
</tr>
<tr>
<td>Class 14</td>
<td>Technology in Counseling</td>
<td>2F – 1.j</td>
</tr>
<tr>
<td>Class 15</td>
<td>Counselor Competence and Self-Care</td>
<td>2F – 1.l</td>
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*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.