Instructor: TBD
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 and Credit Hours of Course:
This course will examine a variety of counseling theories to provide a foundation for practice for professional mental health counselors. The course focuses on the philosophical and theoretical foundations of counseling theory and practice, as well as how these are applied to prevention, development, empowerment and change in individuals. Counseling practices related to specific theoretical orientations will be presented and discussed. (3)

Prerequisite: Graduate Standing and Permission of the Instructor.

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.

<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) theories and models of counseling</td>
<td>2.F – 5.a</td>
<td></td>
</tr>
<tr>
<td>2) processes for aiding students in developing a personal model of counseling</td>
<td>2.F – 5.n</td>
<td></td>
</tr>
<tr>
<td>3) theories and models related to clinical mental health counseling</td>
<td>5.C – 1.b</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline:

- Review of Syllabus and Course Expectations
  - An invitation to do group work and becoming a great group leader
- Types of groups and layering the foundation
  - Experiential activities – design a group exercise
- Ethics of designing and facilitation of groups and recruitment
- Therapeutic factors of groups
  - Characteristics of effective counselor
  - The role of personal values
  - Managing stress and Wellness
- Group cohesiveness and therapeutic factors
  - Client from diverse
  - Individual and family systems approaches
  - Core elements
  - Trends in the counseling profession
  - Concept of Wellness and Pathology and the effect on Counseling
  - Prevention techniques
- The Therapist and Basic Tasks
  - Group planning
- How does theory impact our group work?
  - Psychoanalytic
  - Adlerian
  - Existential
  - Person-centered
  - Gestalt
  - Reality
  - Behavioral
  - Cognitive-behavior
  - Feminist
  - Family Systems
  - Integrative
- Here and Now
- Transference and transparency
- The Advanced Group
- Problem Group Members
- This class as a group
- Final assignments

Grading:

Grades will be assigned on the basis of:

- Research Paper 15%
- Three Exams 60%
- Short Reaction Papers/Critiques 10%
- Case Study and Presentation 15%
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 requirements.</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 three 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.

Graduate Level Research Paper:

Students will write a research paper based on a theoretical approach. Further instructions will be given in class.

Case Study: The student will present a case study from the perspective of one of the theories reviewed in class. 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 is 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 512 - 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>2100</td>
</tr>
<tr>
<td>Additional Activities</td>
<td>research paper: selection of topic, literature review, research question formulation, analysis, relating topic to theory,</td>
<td>800</td>
</tr>
<tr>
<td>Class Presentation/ Case study</td>
<td>preparation for class discussions, researching and analyzing past and present theoretical approaches to counseling</td>
<td>2000</td>
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<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>Becoming an effective counselor and counseling paradigms</td>
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<tr>
<td>Class 2</td>
<td>Psychodynamic Approaches: Psychoanalysis</td>
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<tr>
<td>Class 3</td>
<td>Psychodynamic Approaches: Analytical Therapy</td>
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<td>Class 4</td>
<td>Psychodynamic Approaches: Adlerian</td>
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<tr>
<td>Class 5</td>
<td>Existential-Humanistic Approaches: Existential Therapy</td>
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<td>Class 6</td>
<td>Existential-Humanistic Approaches: Gestalt</td>
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<td>Class 7</td>
<td>Existential-Humanistic Approach: Person Centered</td>
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<tr>
<td>Class 8</td>
<td>Midterm Examination</td>
<td>5.C – 1.b</td>
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<tr>
<td>Class 9</td>
<td>Cognitive-Behavioral Approaches: Behavior Therapy</td>
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<td>Class 10</td>
<td>Cognitive Behavioral Approaches: Rational Emotive Behavior Therapy</td>
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<td>Class 11</td>
<td>Cognitive Behavioral Approaches: Dialectical Behavior Therapy</td>
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<tr>
<td>Class 12</td>
<td>Post-Modern Approaches: Narrative Therapy and Solution-Focused Brief Therapy</td>
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<tr>
<td>Class 13</td>
<td>Extensions and Modern Approaches: Multi-Cultural and Feminist Theories</td>
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<tr>
<td>Class 14</td>
<td>Extensions and Modern Approaches: The Internal Family Systems Model</td>
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<tr>
<td>Class 15</td>
<td>Final Exam</td>
<td>2.F – 5.n</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.