Instructor: [Instructor Name]
Office: [Office Location]
Phone: [Phone Number]
E-mail: [E-mail Address]
Office Hours: [Office Hours]
Class Room: [Class Room]
Class Dates: [Class Dates]
Class Times: [Class Times]
Website: [Website]

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

Catalog Description, Credit Hours and Prerequisites of Course:
This course covers the study and application of the theory and techniques to assist a counselor in the appropriate integration of spirituality into the counseling process. This course reviews the skills that counselors possess to effectively engage clients in the exploration of their spiritual and religious lives, as it relates to other mental health concerns. An examination of spiritual diversity in the helping professions and the contribution of spirituality to culture and individual human development is included. The course reviews the ethical standards in regard to spiritual/religious issues. (3)
This course is an elective.

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.
Course Objectives:

1. To facilitate and increase self-awareness of the counselor related to personal spiritual and/or religious beliefs and concerns.
2. To familiarize students with similarities and differences related to spirituality and religion.
3. To strengthen students’ skills with specific populations related to the integration of spirituality into the counseling process.
4. To acquaint students with basic tenants of various religions from a culturally sensitive perspective.
5. To familiarize students with assessment of a client’s spiritual domain.
6. To be knowledgeable of legal and ethical issues related to spirituality and counseling.
7. To demonstrate knowledge of research related to spirituality within counseling.
8. To exhibit a heightened awareness for working with diverse populations related to spirituality.
9. To exhibit an understanding of the impact of spirituality/religion on family systems.

Course Outline:

1. Overview of Syllabus and Course Requirements
2. Definitions of Spirituality & Religion
3. The Difference between spirituality and counseling
4. ACA Ethics Code and Ethical and Legal Considerations
5. Dealing with Clients with Values different from your own
6. Counselor Self Awareness and Self Exploration
7. Counselor Unresolved Issues and how this might impact the counseling relationship
8. Assessing a Client’s Spiritual Domain
9. Relation of Spiritual Domain to Diagnosis and Intervention Selection
10. Importance of spirituality to therapeutic process
11. Impact of spirituality on family values
12. Spiritual Life Span Development
13. Religion and Spirituality in a multicultural context
14. How to use a client’s belief system to reach therapeutic goals

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:

- A. Written examinations (25%)
- B. Personal Reflection Papers (25%)
- C. Presentation (25%)
- D. 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 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>
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</tbody>
</table>

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

**Reading Assignments:**
Lectures and supplementary material will 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.

**Personal Reflection Papers:**
Students will be expected to hand in several personal reflection papers focusing on the personal feelings and reactions to material covered in class. Further instructions will be given in class.

**Graduate Level Research Paper**
Students will be expected to write a research paper on a topic related to spirituality in counseling. Further instructions will be given in class.
Class Presentation of Research Paper:
Students will be expected to present their research paper in a professional power point slide presentation to the class. Further instructions will be given in class.

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.

Attendance:
As stated in the college catalogue, “students are expected to attend classes regularly and punctually.” Attendance will be taken and is important for the mastery of the course content. It is the student’s responsibility to inform the instructor of any lateness or absence. Excused absences must be accompanied by a medical or legal note.

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 540 - 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>1400</td>
</tr>
<tr>
<td>Exams</td>
<td>Study and prepare for exams</td>
<td>1900</td>
</tr>
<tr>
<td>Additional Activities:</td>
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<tr>
<td>Research Paper</td>
<td>Review and analyze readings on spirituality as it relates to the counseling profession, library work, literature review, critically analyze and read articles, check databases, write paper in APA style format</td>
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</tr>
<tr>
<td>Class Presentation of Research Paper Findings</td>
<td>Prepare PowerPoint slides on research paper findings. Practice oral presentation of findings</td>
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<tr>
<td>Personal Reflection Papers</td>
<td>Think and meditate on topics covered in class related to the differences between spirituality and counseling; write reflection paper. Periodically review reflection papers to help raise self-awareness on the topic</td>
<td>1600</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>Introduction to the course; syllabus review</td>
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<tr>
<td>Class 2</td>
<td>Definitions: spirituality and religion</td>
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<tr>
<td>Class 3</td>
<td>Understanding spirituality and counseling</td>
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<tr>
<td>Class 4</td>
<td>Ethical considerations related to spirituality and counseling</td>
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<tr>
<td>Class 5</td>
<td>Multicultural competence; understanding client values</td>
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<tr>
<td>Class 6</td>
<td>Counselor self-awareness</td>
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<td>Class 7</td>
<td>Counselor self-exploration: how we can affect the counseling process</td>
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<tr>
<td>Class 8</td>
<td>Mid-semester exam/project</td>
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<tr>
<td>Class 9</td>
<td>Assessing a client’s spiritual domain</td>
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<tr>
<td>Class 10</td>
<td>Spirituality, diagnosis, and intervention</td>
<td></td>
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<tr>
<td>Class 11</td>
<td>Spirituality and the counseling process</td>
<td></td>
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<tr>
<td>Class 12</td>
<td>Spirituality and the family system</td>
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<tr>
<td>Class 13</td>
<td>Development of spirituality throughout the lifespan</td>
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<tr>
<td>Class 14</td>
<td>Client strengths, values, and therapeutic goals</td>
<td></td>
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<tr>
<td>Class 15</td>
<td>Final exam/project</td>
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</tbody>
</table>

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