

**CPY 510: Foundations in Mental Health Counseling**

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| ***Fall 2016***  August 29 – December 9  Mondays 4:00-6:30pm | |
| **Professor:**  **Office:**  **Office Phone:**  **Office Email:**  **Office Hours:** | Alicia M. Homrich, Ph.D., LPY, LMFT  Cornell Social Sciences 237  (407) 646-2307  ahomrich@rollins.edu  Tuesdays 2:00 pm – 4:00 pm  Thursdays 2:00 pm – 5:00 pm  and by appointment |

***Course Description:***

This course provides an overview of the fieldof mental health counseling. Students explore historic, philosophical, and sociocultural trends in mental health counseling. Topics include: professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. An experiential portion of this course will introduce students to basic counseling skills.

***Course Structure:***

This course will include traditional classroom instruction in the form of lecture, guided discussion groups, readings, experiential activities, invited speakers, student reports, several papers, videotapes, tests and a final exam. Student ATTENDANCE and PARTICIPATION in classroom activities are mandatory and will affect the final grade for this course. CPY 510 is taught with the assistance of web technology. Blackboard is an online interactive learning tool for conducting courses on the Web and will be the source of course handouts and the place to submit assignments. It is important to complete the assigned reading before each class; otherwise, the concepts presented in the lectures and discussions will be difficult to understand. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue.

***Course Texts and Instructional Resources:***

American Psychological Association. (2010). ***Publication manual of the American Psychological Association* (6th ed.).** Washington, DC: Author. ISBN: 978-1-4338-0561-5; $29.95

Corey, M.S., & Corey, G. (2016). ***Becoming a helper* (7th ed.).** Belmont, CA: Brooks/Cole. ISBN-13: 978-1-305-08509-1; $167.95.

Neukrug, E. (2017). ***A brief orientation to counseling: Professional identity, history, and standards* (2nd ed.)***.* Belmont, CA: Brooks/Cole. ISBN-13: 9781305669055; $135.95.

In an effort to save students money, we have worked with the publisher of the Corey & Corey and Neukrug books to offer some options in acquiring the books for this course. You may access these books electronically, rent the book, and/or purchase the book directly from Cengage-Brooks/Cole. The choices are explained on the following website: <http://www.cengagebrain.com/course/1348074>

You may also find textbooks on alternative sites for reduced prices. This is fine as long as you make sure you purchase the correct edition of the book.

Note to Students: There are many books that you will accumulate as part of your coursework at Rollins. Some books are important for you to keep for your permanent library as a professional counselor. But unlike some books in the program (i.e., the Publication Manual of the American Psychological Association), the two books listed above are not critical for you keep as a future resource; thus, permanent purchase is unnecessary (although completing the weekly reading is!!). We hope these choices are useful to you.

**Required Articles and other Resources:** All required articles for this course are posted on Blackboard. Please inform your instructor if you are unable to access any of the articles after first contacting Rollins Instructional Technology (IT) help desk to trouble shoot (408-628-6363)

***2014 ACA Code of Ethics***[*http://www.counseling.org/knowledge-center/ethics*](http://www.counseling.org/knowledge-center/ethics)Also provided on your USB drive.

***Additional resources will be cited on BlackBoard or in your syllabus.***

***Course Learning Objectives:***

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| **Expected Student Learning Outcomes**  **for this Course**  *The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.* ***Content covered includes:*** | **SLO** | **Learning activities that facilitate development of knowledge, skills, and/or practices of this content:** | **SLO Assessment Point**  *By Rubric or Test Score* |
| 2.F.1.a. & 5.C.1.a. history and philosophyof the counseling profession and its specialty areas, including the history and development of clinical mental health counseling. | **S** | Read assigned chapters and participate in class discussion. | Exam  ***Correctly answer questions on exams or quizzes with 80%+ accuracy.*** |
| 2.F.1.b. & 5.C.2.a. the multiple professional roles and functions of counselors across specialty areas, specifically clinical mental health counselors, and their relationships with other human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | **S** | Read assigned chapters and participate in class discussion.  Complete *LMHC Interview* assignment. | Exam  *LMHC Interview Reaction Paper* |
| 2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession | **S** | Read assigned chapters and participate in class discussion.  Complete *Exploring Professional Associations in Counseling* web search assignment. | *Professional Associations in Counseling* web search test  MHCCF Essay |
| 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | **S** | Read assigned articles and participate in class discussion. | Exam |
| 2.F.1.f. & 5.C.2.k. professional counseling organizations, including membership benefits, activities, services to members, current issues, and credentials relevant to the practice of clinical mental health counseling | **S** | Read assigned chapters and participate in class discussion.  Complete *Exploring Professional Associations in Counseling* web search assignment. | *Professional Associations in Counseling* web search test.  MHCCF Essay |
| 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | **S** | Read assigned chapters and participate in class discussion. Complete *Exploring Professional Associations in Counseling* web search assignment. | Exam |
| 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession | **S** | Panel Discussion of Alumni  Read assigned chapters and web resources  Participate in class discussion  Complete *LMHC Interview* assignment. | Exam  *LMHC Interview Reaction Paper* |
| 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling |  | Read assigned chapters and participate in class discussion.  Complete *LMHC Interview* assignment. | *LMHC Interview Reaction Paper* |
| 2.F.1.l. self-care strategies appropriate to the counselor role | **S** | Read assigned chapters and participate in class discussion and activities.  Complete *LMHC Interview* assignment. | Exam  *LMHC Interview Reaction Paper* |
| 2.F.2.c. multicultural counseling competencies (Introduce) |  | Read assigned chapters and other resources and participate in class discussion and activities.  Complete *Exploring Professional Associations in Counseling* web search assignment. | Exam  *Clinical Mental Health Treatment Paper* |
| 2.F.8.b. identification of evidence-based counseling practices | **S** | Read assigned chapters and participate in class discussion and activities.  Complete *Clinical Mental Health Treatment Paper* assignment. | *Clinical Mental Health Treatment Paper* |
| 5.C.2.g. impact of biological and neurological mechanisms on mental health |  | Read assigned chapters and participate in class discussion and activities. | Exam |
| 5.C.2.i. legislation and government policy relevant to clinical mental health counseling |  | Read assigned chapters and other resources and participate in class discussion and activities.  Complete *Exploring Professional Associations in Counseling* web search assignment. | *Professional Associations in Counseling* web search test. |

# ***Course Calendar***

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| **#** | Date | **Topic Area** | **Reading/Assignments Due** |
|  | ***September*** |  |  |
| 1 | 08/29 | ***Part I:***  ***New Student Orientation*** | 4:00 to 7:00 Location: **Galloway Room in the Mills Building** |
|  | 09/05 | Labor Day – no class |  |
| 2 | 09/12 | ***Part 2:***  ***New Student Orientation***  Review syllabus, program requirements, and counseling professionalism | Rollins Graduate Catalog  Graduate Counseling Student Handbook  ACA 2014 Code of Ethics  Norcross (2010) Personal Therapy  **DUE:** Verification of Understanding form |
| 3 | 09/19 | **History of and Introduction to the Profession of Counseling**  **Panel:** Recent graduates share their experiences | **View Video Lecture on Blackboard**  Neukrug (2014) Chapters 2,4,& 5  Professional Counseling Fact Sheet  Effectiveness of and Need for Prof. Counseling Services (2011)  DUE: Proof of membership in ACA  **DUE:** Bring question assignment from Video Lecture |
| 4 | 09/26 | **Scholarly Resources for Counselors**  APA Style Formatting Review  *Class meets in the* **Center for Creativity - 220 Olin Library** | **View Video Lecture on Blackboard**  Publication Manual of the American Psychological Association, 6th Ed. (2010) *<YES! You need to read the entire book early in the semester because your papers depend on it!*  **VIEW BEFORE CLASS VIEW:** <http://youtu.be/SKK1wkRG7b8>  **DUE:** Review Video Lecture prior to class |
|  | ***October*** |  |  |
| 5 | 10/03 | **Counselor Identity Development**  **TEST:** Professional Associations in Counseling | Corey & Corey (2016) Chapters1&2  Shallcross (2010) Personal Values & Clients  Neukrug (2014) Chapter 1  DUE: Becoming a Counselor paper |
| 6 | 10/10 | **Helping Relationships**  **Necessary Conditions in Counseling**  The Self of the Therapist  *Demonstrate helping strategies with guest client.*  Brainstorm Questions for LMHC Interview | **View Video Lecture on Blackboard**  Neukrug (2014) Chapter 3  Corey & Corey (2016) Chapters 6  Helping Relationships—Strategies <Be prepared to demo  Helping Relationships—Key Qualities  Clark (2010) Empathy and Sympathy  Guidelines for Future Counselors  **DUE**: Proposed title/theme for CMHC Treatment paper  **DUE:** Bring question assignment from Video Lecture |
| 7 | 10/17 | **Theories of Counseling**  **Psychological Freedom**  **Neuroscience & Counseling** | Corey & Corey (2016) Chapter 7  Psychological Freedom Definitions & Model (2 docs)  DUE: LMHC Interview Outline. |
| 8 | 10/24 | **Counselor Wellness and**  **Self-care**  *Guest speaker:*  ***Dr. Karen Griner*** | Corey & Corey (2016) Chapters 5&13  Figley (2002) Compassion Fatigue  Haerter (2013) An Existential Shoreline  Myers & Sweeney (2008) Wellness Counseling  Stamm (2002) Professional Quality of Life Assessment (PAL)  Vicarious Resilience 2  **DUE:** Complete PAL assessment prior to class and bring. |

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| 9 | 10/31 | **Credentialing: Training & Licensure**  **Professional Ethics**  Using Social Media: *Ethics application*  *All CPY 510 students meet together at 4:00.* | Neukrug (2014) Chapters 7, 8, & 9  Kaplan, Wade, Conteh, & Martz (2011) Use of Social Media  Jencius (2009) Facebook  Jencius & Finnerty (2009) Social Networking  (Suggested: Corey & Corey (2016) Chapters 8 & 9)  **DUE**: MHCCF Student Essay.  **DUE:** Bring question assignment from Video Lecture |
|  | ***November*** |  |  |
| 10 | 11/07 | **Diversity and Individual Differences**  Target Identities:  Who are you?  How can we better understand each other? | Neukrug (2014) Chapter 10 & Appendix A  Corey & Corey (2016) Chapter 4  Sue, Arredondo, & McDavis (1992) Multicultural Counseling  Arredondo & Glauner (1992) Dimensions of Personal Identity  Fox (2005) Transgender Clocking  Podikunju-Hussain (2006) Working with Muslims  **DUE**: LMHC Interview Paper. |
| 11 | 11/14 | **Advocacy and Social Justice** | Corey & Corey (2016) Chapter 12  Neukrug (2014) Appendix B  ACA Advocacy Competencies (2003)  Chi-Ying Chung (2009) Asian Woman Human Rights Warrior  Crethar & Ratts (2008) Why Social Justice is a Counseling Concern  Hill (2012) The Butterfly Effect  Lee & Rodgers (2009) Counselor Advocacy  Overton & Medina (2008) Stigma of Mental Illness  Poo (2013) The Plight of Domestic Workers  Toporek, Lewis, & Crethar (2009) Promoting Systemic Changes |
| 12 | 11/21 | **Counseling Practice Settings**  **Panel:** Alumni in Practice  Students come prepared to share LMHC interview experiences | Who are LPCs?  <http://www.onetonline.org/link/summary/21-1014.00>  <http://www.bls.gov/ooh/community-and-social-service/print/mental-health-counselors-and-marriage-and-family-therapists.htm>  Walsh & Dasenbrook (2009) Private Practice for Grads  (Suggested: Corey & Corey (2016) Chapter 10  **DUE**: CMHC Treatment Paper |
| 13 | 11/28 | **Debrief with the Faculty**  *All CPY 510 students meet together at 4:00.* | **DUE:** Final Exam |
|  | ***December*** |  |  |
| 14 | 12/05 | **The Future of Clinical Mental Health Counseling** Closing and integration | Neukrug (2014) Chapter 6  Kottler & Shepard (2011) Toward Closure |

###### \**This schedule is tentative and changes may occur when deemed necessary by the professor.*

# ***Assignments and Learning Experiences***

1. Class participation – Every student is expected to actively attend to and contribute to class discussions and learning experiences. This includes attendance and attention in class. Quizzes to assess preparation for class by reading assigned chapters and articles.
2. Becoming a Counselor Paper - Every student will write a paper about their understanding of the role of mental health counselors and their personal expectations for becoming a mental health counselor.
3. Professional Associations in Counseling – Every student will investigate both professional association websites and pass a test reflecting their learning experience.
4. Interview Paper – Every student will interview a licensed mental health counselor and submit a written paper summarizing the interview.
5. MHCCF Essay Contest – Every student will write an essay addressing the questions posed by the Mental Health Counselors of Central Florida Essay Contest.
6. Mental Health Counseling Treatment Paper – Every student will write a paper on a topic of their choosing related to the field of mental health counseling treatment.
7. Final Exam – Every student will complete the final examination administered on the last night of class.

Course Evaluation Criteria

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| **Assignment** | **Possible** | **Received** | **CACREP Standards Demonstrated** |
| Class Participation & Reading Assignments, Quizzes, prepared questions | 10 |  | All standards |
| Becoming a Counselor Paper | 10 |  |  |
| Professional Associations in Counseling Test | 10 |  | 2.F.1.d./2.F.1.f./5.C.2.k./5.C.2.i. |
| LMHC Interview:  Outline=2, Paper=8 | 10 |  | 2.F.1.b./ 2.F.1.h./ 2.F.1.i./ 2.F.1.l. /5.C.2.a./ |
| MHCCF Essay | 10 |  | 2.F.1.d./2.F.1.f./5.C.2.k./ |
| Clinical Mental Health Treatment Paper | 30 |  | 2.F.8.b./2.F.2.c. |
| Final Exam | 20 |  | 2.F.1.a./2.F.1.b./ 2.F.1.e/2.F.1.g../ 2.F.1.h./ 2.F.1.l./ 2.F.2.c./5.C.1.a./5.C.2.a./5.C.2.g. |
| **TOTAL** | 100 |  |  |
| Possible Extra Credit | 3 |  |  |

***Your over-arching goal in this graduate program should not be on doing the minimum amount of work to make the highest grade possible; rather, your efforts should be motivated by the goal of becoming the most effective, ethical, and professional clinical mental health counselor imaginable!***

**Class Participation & Reading Assignments**

Students are expected to actively and respectfully engage in class activities, exercises, and discussions. Conduct that reflects interpersonal, relational, and interaction skills commensurate with those expected of an effective counseling professional and skillful public citizen are also expected in all Graduate Counseling interactions. Each week, students will be assessed on his or her effective class contributions based on the conduct defined in the Graduate Counseling Student Handbook. Assessment of reading assignments may be measured by pop quizzes and other evaluations of knowledge of assigned reading material.

Unlike undergraduate study, graduate education is about the acquisition of **knowledge** from a variety of sources that will lead to the development of **skills** that can be proficiently performed. The integration and synthesis of knowledge and skills results in the **ability** to demonstrate or perform in real situations (for example, counseling clients).

**This standard is expected of both counseling students and professional counselors as they prepare to best work with their specific clients and cases.**

Graduate students should plan to be independently responsible for completing reading and activity assignments. Do not expect reading assignments to be reviewed or explained in class, although you are always welcome to ask questions about readings during or outside of class. Class time will be used to expand on the topics covered by the reading and for experiential development of skills that will build toward the ability to be an effective counseling professional.

**Becoming a Counselor**

The purpose of this assignment is to articulate your thoughts about beginning a path of training that will prepare you to become a mental health counselor. This is a personal paper and there are no correct responses. You are expected to share your personal thoughts and feelings integrated with the readings you have completed during the first several weeks of this course.

Write a self-reflection paper that explores your interest in becoming a clinical mental health counselor. The body of the paper should be 5-8 typed pages, double-spaced, and the paper should be formatted according to APA style with a title page and abstract as well as references and citations for the ideas reflected in your paper that come from the readings. Please use the questions below as headings in your paper. Submit all papers for this course electronically through the BlackBoard Assignments link.

Please name your Word document: **YourLastName-Becoming** before submitting so that your paper will not be saved over another student’s *(Homrich-Becoming)*.

Use the following questions, or similar wording, as section headings for your paper:

1. **How do you describe the typical role and activities of a mental health counselor?**
2. **What attracts you to the field of clinical mental health counseling?**
3. **What or who has influenced your personal career choice to become a counselor** (significant events, experiences, or individuals)**?**
4. **If you have participated in personal counseling, how has that experience influenced your view of working with clients?**
5. **What strengths do you bring to the role of a clinical mental health counselor?**
6. **What limitations do you have that you believe may interfere with your ability to help others?** (i.e., unresolved issues, personal shortcomings, values conflicts, other qualities that you think may be challenges for you as you develop as a counselor)
7. **What is your vision for your future career?** (How do you hope to use your training as a mental health counselor?)

**Exploring Professional Associations in Counseling**

The purpose of this assignment is to become familiar with the various professional associations that are vital to the identity and advancement of the counseling profession. According to previous students, this project may take up to 15 hours to complete, including the required reading of various documents and listening to 2 hours of podcasts. Plan time accordingly.

Follow the instructions for this assignment posted on BlackBoard for becoming a member of the American Counseling Association, exploring various professional association websites, and actively engaging in online exchanges with other counselors.

**TEST**: Prepare for the in-class test scheduled on the syllabus by taking notes about your discoveries throughout the learning experiences in response to the specific questions (you may use your notes to take the test).

The test will include short answer and multiple-choice items.

**Mental Health Counselors of Central Florida Student Essay Contest**

The purpose of this assignment is to articulate your conceptualization of issues affecting the mental health counseling profession. Each year the Mental Health Counselors of Central Florida offer a $1,000 scholarship to the winner of their student essay contest. Each student will submit an essay addressing the questions posted by MHCCF according to the guidelines of the contest. The essays will be pre-judged by a panel of alumni and the five best essays from CPY 510 will be submitted by the appropriate deadline to MHCCF. Details of the MHCCF Student Essay contest are posted on BlackBoard.

MHCCF Contest Rules: The 2nd Annual Charles English Scholarship will be awarded to the student who can most thoughtfully articulate the following aspect of becoming a Mental Health Counselor:

*In light of the Pulse tragedy, what do you think is the role of a counselor in healing a community after a crisis; How might you manage opposing views. For example, those with strong religious views that condemn LGBT individuals.*

Your essay should be no more than three typed pages, 12-pt. New Times Roman font, double spaced, plus title page. Do not put your name in the body of the paper or in the header (only on the APA formatted title page).

FYI, the Central Florida Association for Marriage and Family Therapy (CFAMFT) offers a similar essay contest in the Fall that features that professional specialization area of family and relationship therapy.

**LMHC Interview Reaction Paper**

As developing counselors, we learn both by first-hand experiences and from the viewpoints of others when we ask carefully constructed questions and when we listen well to their responses. The purpose of this assignment is to help you become familiar with various experiences of being a Licensed Mental Health Counselor (LMHC) through the perspectives of a practicing professional. The assignment will expose you to the work setting, activity, benefits and challenges inherent in clinical mental health employment models and will allow you to increase your knowledge of the profession of mental health counseling.

Based on the course content that you are learning and on your own individual interests and curiosity about the counseling profession, design an interview that you will conduct with a licensed mental health counselor (LMHC). The proposed content and variety of questions in the interview is up to you—you may want to ask about experiences, challenges, satisfaction, joys, downfalls, etc. of their work, their career path and planned future, the reasons they chose to become an LMHC, etc. Plan to spend about one-hour meeting with the counselor, so be sure to prioritize your questions.

In addition to other questions you propose to ask your interviewee, please include questions that inquire about:

1. What code of ethics do you follow?
2. How do you deal with ethical dilemmas that you encounter in your practice. What is your process?
3. In what professional roles do you engage in your work as an LMHC? (counselor, supervisor, administrator, consultant, etc**.)**
4. What are your practice specializations?
5. What relationships do you have with other human service professionals, and integrated health care systems and their providers in the course of your professional work? How do you collaborate with other professionals?
6. What do you believe are the current or “hot” areas of opportunity for practicing as an LMHC?
7. How do you advocate for the profession of counseling? What acts have you engaged in to promote understanding of and policy decisions in favor of the counseling profession or mental health clients and client groups?
8. Are there any legislative or governmental policy issues that you have encountered that are relevant to your practice as an LMHC? Have you taken any political action to support or defend policy issues that affect your practice?
9. What self-care strategies do you implement to maintain personal and professional balance?

The deadline for submitting your proposed interview questions is noted in the syllabus, *although you may submit the proposed questions at any time so you can get started*. Submit your interview questions, prioritized and organized, electronically via BlackBoard: **510-Interview Outline-YourLastName**

Once your question list is approved, make arrangements to interview a Florida Licensed Mental Health Counselor. *Do not interview a counselor with whom you are receiving or have received personal counseling.*

You are expected to conduct your interview with a respectful and professional demeanor. Remember: This individual is taking time away from their practice to allow you to interview her or him. Also, this LMHC may be your future internship supervisor, employer, or referral source! It is recommended that you audiotape the interview if it is acceptable to the interviewee.

After completing the interview, write an 8-page, APA formatted paper focused on comparing and contrasting the experiences of the professional with your own expectations. Include a section on your reactions to the interview, the interviewee, and her or his comments. It is appropriate to use first person in this paper because you are writing about your experience of the interview. This paper should not be a transcript of the interview, rather a summary of the important points and responses to your questions, accompanied by your learning or reflections on the information you gather. Remember that a graduate level skill is to analyze data and synthesize it into usable information for the purpose at hand. Submit your paper electronically through BlackBoard. Please name your Word document: **510-Interview Paper-YourLastName**.

**Clinical Mental Health Counseling Treatment Paper**

As clinicians we learn by exploring professional literature, reviewing it, and integrating the recommendations and conclusions into our clinical work. You may choose any topic relevant to the treatment of mental health that is of personal interest; however, you must be able to access multiple articles and fulfill the requirements for this paper. This is an “applied” paper. You are writing to inform clinicians about research and scholarly literature describing methods they can use in their mental health practice to work with a specific clientele population and/or treat clients with a specific problem.

**The purpose of the *Clinical Mental Health Counseling Treatment Paper* assignment is to demonstrate your ability to:**

1. Write professionally;
2. Format a paper according to APA style standards (See the *Publication Manual of the American Psychological Association*(6th Ed.)
3. Review the professional literature and select relevant peer-reviewed journals and chapters in books written for the mental health profession on your pre-approved topic; Your sources must reflect empirically (research) validated, evidence based information;
4. Integrate analysis of multicultural issues or considerations related to counseling treatment with specific populations on your topic of interest;
5. Read and reflect knowledge of the selected literature in a scholarly manner;
6. Demonstrate intellectual integration of the content with an understanding of how the information would be applicable to the treatment of the selected client population or problem;
7. Construct an annotated bibliography.
8. Relate your findings in a succinct and relevant manner to the professional practice of mental health counseling.

Detailed Guidelines for the ***Clinical Mental Health Counseling Treatment Paper*** can be found on BlackBoard under “Assignments.”

**Final Exam**

A final exam will be administered according the syllabus schedule. The exam will be based on your integration of all course reading and learning experiences. Students who thoughtfully complete all assignments and readings should expect to perform well on the final exam. There will not be a “review” for the exam.

**Extra Credit (up to 3 points)**

Students may obtain up to 3 points of extra credit added to their final grade by attending meetings of the Mental Health Counselors Association of Central Florida AND/OR Central Florida Association for Marriage and Family Therapy during the months of September, October, and/or November. One point will be awarded for each meeting you attend, up to a maximum of three points. Unfortunately, these organizations only meet during daytime hours. I regret that there is no evening alternative to this assignment.

To receive credit, submit your certificate of attendance along with a one page, single-spaced summary of the presentation content that includes a statement about what you learned.

**MHC-CF** website: <http://mhccf.wildapricot.org> meets 9:00—10:30 am on the third Friday morning of each month at the Parish Hall of All Saints Church, 338 E Lyman Ave, Winter Park, FL (Directly across Fairbanks Avenue from the Cornell Social Sciences building). There is also an evening meeting on Thursday, October 1st this semester (not typical).

<http://mhccf.wildapricot.org/page-1313600>

**CFAMFT** website: <http://www.cfamft.org/> meets 9:00 – 10:30 am on the first Thursday of each month at the First United Methodist Church of Winter Park, FL (at the intersection of Morse Avenue just one block over from Park Avenue in Winter Park). <http://cfamft.org/meetings/>

***Course Policies and Expectations of Graduate Students***

*This is the “fine print” for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!*

**Academic and Professional Integrity**

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in *the Rollins College Graduate Studies Catalog*, and the policies published in the current edition of the *Graduate Studies in Counseling Student Handbook* (both available online on the Rollins Graduate Counseling website*.* You also agree to abide by the current version of the *American Counseling Association Ethics Code* (available at www.counseling.org.). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

**Academic Honor Code Reaffirmation**

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."***

Material submitted electronically should contain the pledge; submission implies signing the pledge. (7/2016)

**Respect for Individual Differences** – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and worldviews are different from their own. Students’ ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

**Self-Disclosure Expectations and Guidelines** – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentially according the *ACA Code of Ethics* (2014) by refraining from discussing case material and the personal information of others outside of class.

**Professionalism and Classroom Civility –** Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Talking to or interrupting other students**: Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

**Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.**

Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.

**Professional Association Membership** – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also include professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

**Evaluation Criteria for this Course**

**Method of Grading** – Final grades will be based on a point accumulation basis described in the syllabus. Points will be converted into percentage scores. Grades will be assigned as follows for all Graduate Counseling courses:

A = 94-100% of total points B- = 80-83% of total points

A- = 90-93% of total points C+ = 77-79% of total points

B+ = 87-89% of total points C = 74-76% of total points

B = 84-86% of total points C- = 70-73% of total points

**Incomplete Policy** – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

**Attendance and Participation Policies** – Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and engaging in class discussion.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not to attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **A student who misses *two or more classes* will be subject to action by the professor, which includes, but is not limited to**:

* Recommendation to withdraw from the class.
* Requiring additional assignments(s) to complete the class.
* Reduction in the final grade per the percentage allotted to attendance and participation.
* Any other action deemed appropriate by the professor in consultation with the full faculty.

**Final grades will be lowered one-half of a letter grade for each absence after the first, regardless of the reason**. Absence from more than two classes in a course may result in a failing grade.

Advance notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.

Assignments turned in later than the established due-dates are subject to a 5% point reduction for every day beyond the stated date due.

**Tardiness:** Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. Please be prepared to begin and/or resume class at the agreed upon times. Class will start on time and time agreements for class breaks are expected to be honored. Chronic tardiness or inattentiveness will also impact your final grade. ***If you are going to be late, absent, need to leave class early, etc. it is your responsibility to let the professor know in advance***. Students that are late to class by more than 10 minutes or return from break more than 5 minutes after the agreed upon time, will be considered tardy. A student tardy more than twice will lose 1 participation point. Tardiness to more than 4 classes will result in a required consultation with the professor and possible grade penalty.

Breaks during class meetings are at the discretion of the professor and may range from 0-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks.

**Participation:** Class participation in this course is very important as part of the learning process for all students, individually and as a group. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following characteristics:

* Offers a different and unique, but relevant, perspective;
* Contributes to moving the discussion and analysis of the topic forward;
* Builds on the comments and contributions of other peer colleagues;
* Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance. In addition, students engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.) will lose participation points. The number of points will be at the discretion of the professor.

The following rubric will be used to help determine attendance/participation points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROFESSIONALISM** | **3** | **2** | **1** | **0** |
| **Attendance and**  **Promptness** | Student is always prompt and attends all classes. | Student is tardy once every four classes and attends all classes. | Student is tardy once every three classes and has missed a class. | Student is tardy once every two classes and has missed a class. |
| **Level of Engagement in Class Discussions** | Student proactively contributes to class offering unique perspectives, and asks relevant questions more than once per class. | Student contributes to class by offering ideas, and asking relevant questions once per class. | Student rarely contributes to class by offering ideas and asking questions. Focusing on personal technology or other work occasionally distracts student. | Student never contributes to class or asks questions unless prompted to engage. Focusing on personal technology or other work often distracts student. |
| **Level of Engagement while working in Small Groups** | Student always works effectively with classmates, stays focused on assigned task, and contributes positively. | Student usually works effectively with classmates in small groups and contributes to the discussion. | Student rarely contributes to small group discussions, or often distracts the group from the assigned task. | Student never contributes to group discussions or routinely engages in behaviors that distract from the assignment. |
| **Listening Skills** | Student listens attentively when others speak, both in groups and in class, and incorporates or builds upon the ideas of others. | Student listens when others speak both in groups and in class. | Student does not listen or is inattentive when others speak both in groups and in class. | Student does not listen or is not attentive when others speak, both in groups and in class; interrupts others. |
| **Behavior** | Student always displays professional behavior in class that contributes to the learning process of self and others. | Student usually displays professional behavior in class that contributes to the learning process of self and others. | Student occasionally displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process. | Student frequently displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process. |
| **Preparation** | Student is always prepared for class with assignments, completed readings, and required class materials. | Student is usually prepared for class with assignments, completed readings, and required class materials. | Student is rarely prepared for class with assignments, completed readings, and required class materials. | Student is almost never prepared for class with assignments, completed readings, and required class materials. |

**Technology Policies**

***E-mail*** – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

***BlackBoard*** – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources ***prior to class.***

***Laptop Computers*** – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

***Other Technology Devices*** – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – Allpapers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes correctly formatted title page, abstract, headers, heading levels, citations for source and quoted material, and reference pages. Points will be deducted from the total grade if APA style format is not followed. Students should assume that these formatting components are expected for each and every written paper assignment unless stated otherwise in the syllabus.

**Additional Policies**

**Use of Student Work:** Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**Students with Disabilities:** Rollins College is committed to equal access and inclusion for all students, faculty and staff.  The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services>/ and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance.  There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process. (7/2016)

**Sex and Gender Discrimination Title IX Policy:** Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/> (7/12/12016)

**Instructor Availability** – If, at any time, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

The best way to contact this instructor is via her Rollins email address. If communication is urgent please email, text, and leave a voicemail message. Thank you.

**Course and Instructor Evaluation** – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching.  Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent.  Instead, each student’s comments are assigned a random number.  You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

 The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date.  It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.