



# SCHOOL OF COUNSELING

## COUN 510 FOUNDATIONS AND ETHICS OF CLINICAL MENTAL HEALTH COUNSELING

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**Term/Credits**

Spring 1 / 2023

3 semester hours

Residency dates: Wed. (03/1/23) to Sun. (03/5/23)

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**Instructor**

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**Vision:** The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

**Mission:** The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

**NOTE #1: KEEP A HARD COPY SYLLABUS!** Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

**NOTE #2: 4<sup>TH</sup> WEEK RESIDENCY REQUIREMENT!** Students must have a passing grade of 86% or higher in COUN 510 by the end of the 4th week of the term in order to be eligible to attend residency.

### I. COURSE DESCRIPTION

**COUN 510 Foundations and Ethics of Clinical Mental Health Counseling** introduces students to the profession of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues, credentialing, and the role of professional associations in students' professional development. Students will explore the multiple functions of counselors across specialty areas and the relationships with integrated behavioral healthcare systems. They also consider the importance of advocacy for mental health service needs across diverse populations. Students will begin to explore and interpret situations based on federal laws, state regulations, and professional guidelines and best practices. The course ends with a 4-day residency to assess and deepen students understanding and practice of these foundational concepts in professional counseling.

The first 4-day residency begins on the first day of Week 8 and ends on Sunday. Be sure to save these dates as the residency is mandatory. The dates are listed above under

**Term/Credits.**

## II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
1.	Examine historical, philosophical, and theoretical foundations across various counselor specialty and therapeutic areas and practice settings.	Mod#1 Discussion Question: Film <i>Call Me Crazy</i>  Mod#4 Midterm Exam	<b>SOC</b> 1, 4;  <b>CACREP</b> Section 2: F.1.a., b.
2.	Articulate clinical mental health counselor professional identity, credentialing and licensure requirements, programmatic accreditation, and professional organization membership as it affects public policy, and scope of practice within community/integrated behavioral health managed and emergency care systems.	<b>KPI:</b> Upload documentation of professional membership and liability insurance  Mod#2 Discussion Question: PowerPoint Presentation on State Licensure  Mod#7 Essay: Final Self-Reflection Paper  Mod#7 Final Exam	<b>SOC</b> 1, 4, 5;  <b>CACREP</b> Section 2: F.1.c, f., g.
3.	Appraise advocacy roles and processes, including barriers impeding access, equity and success, on behalf of the clinical mental health counseling profession or client.	Mod#4 Discussion Question: Dual Relationships: <i>What About Bob?</i>  Mod#6 Essay: Ethical and Professional Diversity  Mod#7 Final Exam	<b>SOC:</b> 1, 5  <b>CACREP</b> Section 2: F.1.d. F.2.b.
4.	Outline ethical standards of professional counseling organizations and credentialing bodies.	Mod#2 Discussion Question: PowerPoint Presentation on State Licensure	<b>SOC</b> 1, 5;  <b>CACREP</b> Section 2: F.1.f., g., i.
5.	Apply ethical code related to issues pertaining to supervision, managing boundaries and multiple relationships, the impact of technology, appraisal, and professional competence and training in the counseling profession.	Mod#3 Essay: Objective, Cognitive, and Spiritual Response  Mod#4 Discussion Question: Dual Relationships: <i>What About Bob?</i>  Mod#4 Personal Reflection Journal: Accepting Referrals  Mod#6 Discussion Question: Private vs. Community Practice  Mod#7 Final Exam	<b>SOC</b> 1, 4, 5;  <b>CACREP</b> Section 2: F.1.d., j., k.

6.	Discuss ethical standards of practice related to client rights, counselor responsibilities, confidentiality, record keeping, HIPAA, evidence-based practice, and diversity and multicultural competency in counseling.	<p>Mod#3 Essay: Objective, Cognitive, and Spiritual Response</p> <p>Mod#5 Discussion Question: Lessons from the "School of Hard Knocks"</p> <p>Mod#5 Essay: Must I work with this person?</p> <p>Mod#7 Discussion Question: Recordkeeping</p> <p>Mod#7 Final Exam</p>	<p><b>SOC:</b> 1, 5</p> <p><b>CACREP</b> Section 2: F.1.e., i., m. F.2.a., b., c.</p>
7.	Design strategies for self-care, self-evaluation, evaluation of practice.	<p>Mod#1 Self-Assessment</p> <p>Mod#6 Personal Reflection Journal: My Comfort Level</p> <p>Mod#8 Self-Assessment</p>	<p><b>SOC</b> 1, 5;</p> <p><b>CACREP</b> Section 2: F.1.h., k., l.</p>
8.	Describe current labor market opportunities for practice in the counseling profession.	Mod#2 Discussion Question: PowerPoint Presentation on State Licensure	<p><b>SOC</b> 1, 5;</p> <p><b>CACREP</b> Section 2: F.1.h., k., l.</p>
9.	Apply ethical and legal considerations in professional counseling practice settings.	<p>Mod#6 Discussion Question: Private vs. Community Practice</p> <p>Mod#6 Essay: Ethical and Professional Diversity</p>	<p><b>SOC</b> 1, 5;</p> <p><b>CACREP</b> Section 2: F.1.f., g., i.</p>
10	Examine the implications of a Catholic-Christian meta-model of the person for use in clinical mental health counseling.	<p>Mod#1 Personal Reflection Journal: Playing Counselor</p> <p>Mod#3 Discussion Question: The Counselor as a Person and as a Professional: Working in the Trenches</p> <p>Mod#3 Essay: Objective, Cognitive, and Spiritual Response</p>	<b>SOC</b> 2, 3, 5
<b>KPI</b>	#1 Integrate aspects of ethical professional functioning to develop a professional counselor identity.	<p>100% of students will provide evidence of membership in ACA and/or AMHCA. [Knowledge, Disposition]</p> <p>100% of students will have evidence of personal professional liability coverage [Knowledge, Disposition]</p>	<b>Section 2.F.1.i.</b> Understand the ethical standards of professional counseling organizations and credentialing bodies and apply ethical and legal considerations in professional counseling.
<b>KPI</b>	#5 Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.	95% of students will achieve an Acceptable or above on the Helping Skills section of the COUN 510 Residency Assessment Assignment 2* [Skills]	<b>Section 2.F.5.g.</b> essential interviewing, counseling, and case conceptualization skills
<b>KPI</b>	#6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.	95% of students will achieve an Acceptable or above on the Ethical Relationships, Group Work, and Engagement section of the COUN	<b>Section 2.F.6.b.</b> dynamics associated with group process and development

		510 Residency Assessment Assignment 2* [Disposition]	
<b>KPI</b>	#9 Demonstrate counseling competence in crisis intervention, trauma informed approaches, and community-based strategies.	80% of students will achieve a Proficient score or above on the COUN 510 Graded Discussion: Call Me Crazy rubric where students need to identify one of the vignettes of mental illness as influenced by trauma [Knowledge]	<b>Section 5.C.2.f.</b> impact of crisis and trauma on individuals with mental health diagnoses
<b>KPI</b>	#10 Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and communities from a systems perspective.	95% of students will achieve an Acceptable or above rating on the Basic Helping Skills section of the COUN 510 Residency Assessment Assignment 2* [Knowledge, Skills, Dispositions]	<b>Section 5.C.3.b.</b> techniques and interventions for prevention and treatment of a broad range of mental health issues

\*KPI = Key Performance Indicators for the evaluation of the program

\*\*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

## ***Program Objectives***

**Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:**

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

### **III. COURSE TEXTBOOKS AND MATERIALS**

#### **A. Required**

American Psychiatric Association (Author). (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing. (Available free - digitally DMU Library) <https://dsm-psychiatryonline-org.divinemercury.idm.oclc.org/doi/book/10.1176/appi.books.9780890425596> (DSM-5-TR is also an acceptable version of the DSM-5 and is available free through the DMU library digitally - <https://dsm-psychiatryonline-org.divinemercury.idm.oclc.org/doi/book/10.1176/appi.books.9780890425787>)

Cashwell, S., & Young, J. S. (eds) (2011). *Integrating Religion and Spirituality Into Counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.

Gerig, M. S. (2018). *Foundations for clinical mental health counseling: An introduction to the profession* (3rd ed.). Boston, MA: Pearson.

Remley, T. P., Jr., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling* (6th ed.). Boston, MA: Pearson.

DMU SOC CMHC Program Handbook on COUN 500 Counseling

Advisement Additional readings as assigned on the class website.

## **B. Recommended**

Herlihy, B., & Corey, G. (2015). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association. Retrieved from <http://www.counseling.org/publications/frontmatter/78089-fm.pdf>

## **IV. COURSE REQUIREMENTS**

### **A. Class Attendance and Participation**

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

### **B. Assigned Readings**

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

### **C. Discussions**

1. Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 50 points.
  - i. 20 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
  - ii. 15 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
  - iii. 10 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
  - iv. 5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**D. Personal Reflective Journals** are assigned in Module 1, Module 2, Module 3, Module 4, Module 5, and Module 6. Students will write individual reflections to be later revised and incorporated into a Final Self-Reflection Paper in Module 7. Each journal entry should reflect an introspective process that examines the dimensions of your personal self and includes cognitive, affective, physiological, and spiritual domains. These assignments are worth 8 points each.

- i. 3 points Main Idea (Mastery) - Provides a thoughtful and thorough response to the prompt. Clearly ties the reflection to the concepts presented in the module / week. Response demonstrates deep thinking from a personal perspective to the prompt.  
4 points Personal Application (Mastery) - Reflection demonstrates a superior introspection on the application of the concepts to the spiritual and personal self and the personhood of the counselor. Personal application is substantive.
  - ii. 1 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
- E. Essays** are assigned in Module 3, Module 5, and Module 6. Students will respond to prompts based on their personal reaction to a specific scenario or situation. Students will utilize their personal perspectives to evaluate these scenarios and further develop their insights as a professional counselor. These essays are worth 70 points each.
- i. 42 points Main Idea (Mastery) - Thorough response to the assigned topic. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the topic). Is substantive and scholarly yet includes a thorough introspection on the student's response to the scenario. Connects essay topic to the course content in a professionally meaningful way.
  - ii. 19.6 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student's objective, cognitive, and spiritual response to the scenario. Personal application is substantive and insightful.
  - iii. 8.4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
- F. Self-Assessment: Inventory of Your Attitudes and Beliefs about Ethical and Professional Issues** is assigned in Modules 1 and 7. Students will complete the online assessment, taken from Chapter 1 of Corey, Corey, Corey, & Callanan (2015) textbook. Each survey is worth 20 points.
- G. Exams** are assigned in Module 4 and Module 7. Both exams are open-book assessments covering chapters in the Remley and Herlihy (2016) textbook. The Midterm Exam given in Module 4 covers Chapters 1, 2, 3, 4, 5, 6, 7, 8, and 9, while the Final Exam given in Module 7 reviews Chapters 10, 11, 12, 14, and 15. Both exams are worth 35 points.
- H. Final Self-Reflection Paper** is introduced in Module 1 and due in Module 7. For this assignment, students will write a 700- to 1,000-word paper reflecting on their journal entries from previous Modules. Students will consider how the concepts they explored have impacted or influenced their ideas about being a professional mental health counselor. Students will reflect on the development of their ethical compass, or their ethical stance. This paper is worth 100 points and will address the following:
- Define your concept of professional mental health counselor identity as derived from your journal entries.
  - Compare your ethical stance and development of your ethical compass from Week 1 to Week 7. How has your position developed over 7 weeks?
  - Analyze your growth as a future counselor and reflect on what you still need to learn.
- i. 20 points Main Idea: Professional Identity (Mastery) – Thorough self-reflection on their definition of concept of professional identity. Goes beyond what is

required in some meaningful way (i.e., reflection demonstrates a new and deeper understanding of self as a professional counselor). Clear connection with previous self-reflection journal entries. Growth is well documents, and connects growth to the course content in a professionally meaningful way.

- ii. 20 points Main Idea: Development of Ethical Compass (Mastery) – Provides a substantive comparative self-reflection and introspection on the development of their ethical compass or ethical stance since the beginning of the course. Connects growth to the course content in a professionally meaningful way.
- iii. 20 points Main Idea: Growth as a Future Counselor (Mastery) – Thorough analysis and self-reflection on their growth as a future counselor and areas for further development. Goes beyond what is required in some meaningful way (i.e., reflection demonstrates a new and deeper understanding of self as a professional counselor and new areas of growth). Connects growth to the course content in a professionally meaningful way.
- iv. 28 points Personal Application (Mastery) - Reflection demonstrates a superior introspection on how the student has grown in becoming a future counselor. Reflection demonstrates strong awareness of areas for future growth as a counselor. Personal application is substantive and insightful.
- v. 12 points Mechanics (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**I. Professional Identity and Self-Care Presentation (20 points)** is assigned in Module 8.

For this project, students will create a PowerPoint presentation reflecting on what they have learned in this course about themselves and their professional identity as a mental health counselor, including changes to their internal and external personal self. This assignment is worth 20 points and will address the following items:

- Self-Care: How well do you care for yourself or create a work-life balance? In what way has this changed since the beginning of this course?
  - Forming Relationships: What differences have you noticed in your ability to form relationships with others since beginning this course? Explain.
  - Basic Helping Skills: What knowledge have you gained with regard to your basic helping skills? Explain.
  - Professional Identity: What differences have you noticed in your professionalism from the beginning of this course until now? Describe these differences.
- i. **2.00** points: Criteria: The presenter was prepared for the presentation, uploaded the PPT in Canvas prior to residency, and had a workable USB copy at the residency. (Mastery) – Student demonstrated the criteria appropriate and consistently.
  - ii. **2.00** points Criteria: The presenter connected with the audience using eye contact and practices delivery (i.e., did not read directly from presenter notes for entire presentation). (Mastery) – Student demonstrated the criteria appropriate and consistently.
  - iii. **2.00** points Criteria: The presenter was clear and understandable and use appropriate word choice, with a graduate-level vocabulary (Mastery) – Student demonstrated the criteria appropriate and consistently.

- iv. **2.00** points Criteria: The presenter incorporated visual aids such as graphics, pictures, and includes presenter notes, et cetera. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- v. **2.00** points Criteria: The presenter addressed how his or her perceptions of and interactions with him or herself and others have changed since the beginning of the program, including characteristic of forming relationships. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- vi. **2.00** points Criteria: The presenter addressed how he or she has integrated the knowledge gained in this course, specifically regarding basic helping skills. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- vii. **2.00** points Criteria: The presenters identified personal changes in professionalism since the beginning of the course. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- viii. **2.00** points Criteria: The presenter identified the characteristics he or she has of a realistic, effective self-care plan that identified current level of self-care, balance of work/life, and identified changes during this course. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- ix. **2.00** points Criteria: The presentation was logically organized in 5-7 slides plus title and reference slides. (Mastery) – Student demonstrated the criteria appropriate and consistently.
- x. **2.00** points Criteria: The student came prepared with a hard copy of the presentation that included presenter notes for self and a copy for faculty/evaluator.

**J. Residency Assessment (162 points)** is assigned in Module 8. This assessment will evaluate the student's performance in the following areas: Ethical Relationships, Group Work, and Engagement (**40.00**), Basic Helping Skills (**20.00**), and Professional Identity and Behavior (**55.00**), Pass/Fail Components (**47.00**). This assessment is worth **162.00** points.

**Ethical Relationships, Group Work, & Engagement (40 Points)**

- i. **8.00** points Criteria: The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/awareness of his or her effect on others. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. **8.00** points Criteria: The student stayed on task without digressing or engaging in distracting or negative behaviors such as gossiping, texting, working on a laptop, or making derogatory remarks. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. **8.00** points Criteria: The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iv. **8.00** points Criteria: The student identified and resolved the important legal/ethical issues and ethical dilemmas and demonstrated higher order



thinking skills (HOTS) in the process. (Mastery) – Student demonstrated the criteria appropriately and consistently.

- v. **8.00** points Criteria: The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries. (Mastery) – Student demonstrated the criteria appropriately and consistently.

### **Basic Helping Skills (20 Points)**

- vi. **5.00** points Criteria: The student counselor used good eye contact; demonstrated positive attending behaviors. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- vii. **5.00** points Criteria: The student counselor’s body language was open, relaxed, and oriented to the client. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- viii. **5.00** points Criteria: The student counselor demonstrated appropriate reflective listening, open-ended questions, paraphrasing, and summarization. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ix. **5.00** points Criteria: The student counselor demonstrated components of appropriate boundary-setting (e.g. appropriate self-disclosure, physical contact [i.e., touch], use of language, clothing, and proximity of therapist and client during sessions). (Mastery) – Student demonstrated the criteria appropriately and consistently.

### **Professional Identity and Behavior (55.00 Points)**

- x. **8.00** points Criteria: Student was open to personal growth, as evidence by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xi. **5.00** points Criteria: Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinking and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xii. **5.00** points Criteria: Student demonstrated sensitivity and flexibility, as evidence by being mindful of others’ feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiii. **5.00** points Criteria: Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiv. **8.00** points Criteria: Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, personal boundaries, responsibility, motivation, and genuine positive regard for all. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xv. **5.00** points Criteria: Student demonstrates behavioral and emotional maturity: reactions are situationally appropriate; no evidence of inappropriate

transference to situations or people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation. (Mastery) – Student demonstrated the criteria appropriately and consistently.

- xvi. **5.00** points Criteria: Student demonstrated effective cognitive and verbal skills: demonstrates ability to express concepts clearly without rambling, distortion, or obfuscation; uses vocabulary correctly. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xvii. **7.00** points Criteria: Student demonstrates effective skills for developing and understanding principles: ability to formulate principles and generalizations from his or her experiences and works to diminish personal biases. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xviii. **7.00** points Criteria: Student demonstrates application of new learning: ability to learn and integrate new information. (Mastery) – Student demonstrated the criteria appropriately and consistently.

### **PASS/FAIL Section (47 points)**

The Pass/Fail section is comprised of components that must be passed at a minimum of 86% of the available points to move forward in the program. ***An average of 86% (40.42 points) must be earned in this section to pass the Residency.*** If the coursework portion of COUN 510 is not passed at least 86%, the academic portion must be retaken. A student may pass the coursework portion and fail the Residency, and vice versa.

- xix. **15.00** points Criteria: Student was open and willing to apply feedback and critique by faculty and peers without being presumptuous, argumentative or combative throughout the Residency and/or during the final evaluation. (Mastery) – Student demonstrated the criteria appropriately and consistently (Pass = 12.9 points or better).
- xx. **8.00** points Criteria: The student counselor was non-judgmental, as evidenced by genuine positive regard and other counselor qualities: empathetic, warm, and genuine; avoids blaming, judging, analyzing, and interrogating. (Mastery) – Student demonstrated the criteria appropriately and consistently. (Pass = 6.88 points or better).
- xxi. **8.00** points Criteria: The student was open, considerate, and engaging with cohort and faculty in assignments and role plays and contributed to a positive climate during the residency. (Mastery) – Student demonstrated the criteria appropriately and consistently. (Pass = 6.88 points or better).
- xxii. **8.00** points Criteria: The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters including a positive approach for integration of diversity issues into clinical practice. (Mastery) – Student demonstrated the criteria appropriately and consistently. (Pass = 6.88 points or better).
- xxiii. **8.00** points Criteria: The student attended all components of the residency in full, was attentive to punctuality, dressed appropriately in business casual attire, and engaged in all segments of the residency (i.e., did not “check out”). (Mastery) – Student demonstrated the criteria appropriately and consistently. (Pass = 6.88 points or better).



## V. GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

*Final course grade for passing is 86%, B.*

*Students must have a passing grade of 86% or higher in COUN 510 by the end of the 4th week of the term in order to be eligible to attend residency.*

<b>A</b> 940 to 1000	<b>A-</b> 920 to 939	<b>B+</b> 900 to 919	<b>B</b> 860 to 899	<b>B-</b> 840 to 859	<b>C+</b> 820 to 839	<b>C</b> 780 to 819
<b>C-</b> 760 to 779	<b>D+</b> 740 to 759	<b>D</b> 700 to 739	<b>D-</b> 680 to 699	<b>F</b> 0 to 679	<b>W</b> Withdrawal	<b>I</b> Incomplete

Requirement	Items	Item Points	Total Points	Hours
<b>Assigned Readings</b>				<b>54.07</b>
1	Cashwell & Young			12.5
2	Gerig, M. S.			12.6
3	Remley & Herlihy			24.5
4	Media presentations			4.47
<b>Written Assignments</b>			<b>708</b>	<b>60</b>
1	Discussions	7	50	18
2	Assignments	4	70 / 100	30
3	Journals	6	8	12
<b>Assessments/Exams</b>			<b>110</b>	<b>8</b>
1	Self-Assessments	2	20	2
2	Midterm Exam	1	35	2
3	Final Exam	1	35	4
<b>Residency</b>		<b>1</b>	<b>182</b>	<b>28</b>
Totals			<b>1000</b>	<b>150.07</b>

## VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook and Instructor Policies for all policies. These are only listed to highlight key policies for this course)

### METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.

## METHODS OF INSTRUCTION

- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

## ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

## LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a

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residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

### STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

### SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

## VII. CLASS SCHEDULE AND ASSIGNMENTS

Abbreviations for readings:

**Cashwell & Young:** *Integrating Religion and Spirituality into Counseling*

**Gerig:** *Foundations for Clinical Mental Health counseling: An Introduction to the Profession*

**Remley & Herlihy:** *Ethical, Legal and Professional Issues in Counseling*

Module / Week	Topic	Author	Reading	Graded Assignments
1	Becoming a Clinical Mental Health Counselor: The Quest for a New Identity	SOC Gerig	Syllabus  <i>Foundations for Clinical Mental Health counseling: An Introduction to the Profession</i> ● Chapter 1. What is a Mental Health or	<b>Discussion 1:</b> Introduce Yourself (Ungraded)  <b>Discussion 2:</b> Film <i>Call Me Crazy</i>  <b>Self-Assessment:</b> <i>An Inventory of Your</i>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Remley &amp; Herlihy</p> <p>American Psychiatric Association</p> <p>DMU SOC CMHC</p> <p>Payne, H.</p> <p>Payne, H.</p> <p>Payne, H.</p> <p>Titus, C. S., &amp; Payne, H.</p> <p>Titus, C. S., &amp; Payne, H.</p>	<p>Professional Counselor?</p> <ul style="list-style-type: none"> <li>Chapter 2. Clinical Mental Health Counseling in Historical Perspective</li> </ul> <p><i>Ethical, Legal and Professional Issues in Counseling</i></p> <ul style="list-style-type: none"> <li>Chapter 1. Introduction</li> <li>Chapter 2. Professional Identity of Counselors</li> </ul> <p><i>Diagnostic and Statistical Manual of Mental Disorders (5th ed.)</i></p> <p><i>Program Handbook COUN 500 Counseling Advisement</i></p> <ul style="list-style-type: none"> <li>Rules on Self-Disclosure</li> </ul> <p><i>Welcome to Your First Course</i> [Video file]</p> <p><i>Preface to the Catholic-Christian Meta-Model of the Person (CCMMP): Models and Meta-Models, Part 1</i> [Video file]</p> <p><i>Preface to the Catholic-Christian Meta-Model of the Person (CCMMP): Models and Meta-Models, Part 2</i> [Video file]</p> <p><i>Overview of the Catholic-Christian Meta-Model of the Person (CCMMP), Part 1: Fundamentally Good</i> [Video file]</p> <p><i>Overview of the Catholic-Christian Meta-Model of the Person (CCMMP), Part 1: Fundamentally Good</i> [Video file]</p>	<p><i>Attitudes and Beliefs About Ethical and Professional Issues</i></p> <p><b>Personal Reflective Journal:</b> Playing Counselor</p> <p><b>Looking Ahead:</b> Final Reflective Paper (due in Module / Week 7)</p> <p><b>Looking Ahead:</b> Residency Workshop</p>





Module / Week	Topic	Author	Reading	Graded Assignments
3	Rules, Roles, and the Ethical Compass: Can I Be a Professional Counselor and Still Be Me?	Remley & Herlihy  Cashwell & Young  Payne, H.	<p><i>Ethical, Legal and Professional Issues in Counseling</i></p> <ul style="list-style-type: none"> <li>• Chapter 3. Multiculturalism, Values, Social Justice, and Advocacy</li> <li>• Chapter 4. Client Rights and Counselor Responsibilities</li> <li>• Chapter 5. Confidentiality &amp; Privileged Communication</li> <li>• Chapter 11. Counseling Children &amp; Vulnerable Adults</li> </ul> <p><i>Integrating Religion and Spirituality into Counsel</i></p> <ul style="list-style-type: none"> <li>• Chapter 1. Integrating Religion &amp; Spirituality Into Counseling: An Introduction</li> <li>• Chapter 2. The Revised ASERVIC Spiritual Competencies</li> <li>• Chapter 3. Culture &amp; Worldview</li> </ul> <p><i>Respecting the worldviews of both client and counselor</i> [Video file]</p>	<p><b>Discussion:</b> PowerPoint Presentation: State Licensure</p> <p><b>Essay:</b> Objective, Cognitive, Physiological, and Spiritual Response</p> <p><b>Personal Reflective Journal:</b> Licensing</p> <p><b>Looking Ahead:</b> Midterm Exam</p>

Module / Week	Topic	Author	Reading	Graded Assignments
4	What is a Dual Relationship and <i>What About Bob?</i>	Remley & Herlihy	<p><i>Ethical, Legal and Professional Issues in Counseling</i></p> <ul style="list-style-type: none"> <li>• Chapter 6. Records and Subpoenas</li> </ul>	<p><b>Discussion:</b> Dual Relationships: <i>What About Bob?</i></p> <p><b>Personal</b></p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Cashwell & Young  Williams, Ziskin, & Oz. (1991).	<ul style="list-style-type: none"> <li>• Chapter 7. Competence, Assessment, and Diagnosis</li> <li>• Chapter 8. Malpractice and Resolving Legal and Ethical Challenges</li> <li>• Chapter 9. Boundary Issues</li> </ul> <i>Integrating Religion and Spirituality into Counseling</i> <ul style="list-style-type: none"> <li>• Chapter 4. Counselor Self-Awareness: Exploring Attitudes, Beliefs, and Values</li> <li>• Chapter 5. Human and Spiritual Development &amp; Transformation</li> </ul> <i>What About Bob?</i>	<b>Reflective Journal:</b> Accepting Referrals  <b>Midterm Exam:</b> Remley & Herlihy CH 1-9

Module / Week	Topic	Author	Reading	Graded Assignments
5	How Do I Treat Everyone with Mutual Positive Regard, Respect, and Dignity?	Gerig  Remley & Herlihy	<i>Foundations for Clinical Mental Health counseling: An Introduction to the Profession</i> <ul style="list-style-type: none"> <li>• Chapter 9. Appraisal and Research in the Practice of Clinical Mental Health</li> <li>• Chapter 10. Professional Practice in Multicultural Contexts</li> </ul> <i>Ethical, Legal and Professional Issues in Counseling</i> <ul style="list-style-type: none"> <li>• Chapter 10.</li> </ul>	<b>Discussion:</b> Lessons from the “School of Hard Knocks”  <b>Essay:</b> Must I work with this person?  <b>Personal Reflective Journal:</b> Tolerance



Module / Week	Topic	Author	Reading	Graded Assignments
		Pope, Sonne, & Greene	Counseling <i>What therapists don't talk about and why: Understanding taboos that hurt us and our clients</i>	
		Payne, H.	<i>Understanding Diversity</i> [Video file]	

Module / Week	Topic	Author	Reading	Graded Assignments
7	Is All the Paperwork Really Necessary? What Happens if I Get Sued?	Gerig	<i>Foundations for Clinical Mental Health counseling: An Introduction to the Profession</i> <ul style="list-style-type: none"> <li>• Chapter 13. The Future of Mental Health Counseling</li> </ul>	<b>Discussion:</b> Recordkeeping  <b>Self-Assessment:</b> <i>An Inventory of Your Attitudes and Beliefs About Ethical and Professional Issues</i>
		Remley & Herlihy	<i>Ethical, Legal and Professional Issues in Counseling</i> <ul style="list-style-type: none"> <li>• Chapter 6. Records and Subpoenas (Review)</li> <li>• Chapter 7. Competence, Assessment, and Diagnosis (Review)</li> <li>• Chapter 14. Issues in Counselor Education</li> <li>• Chapter 15. Supervision &amp; Consultation</li> </ul>	<b>Essay:</b> Final Self-Reflection Paper  <b>Final Exam</b>
		Cashwell & Young	<i>Integrating Religion and Spirituality into Counseling</i> <ul style="list-style-type: none"> <li>• Chapter 10. Ritual in Counseling</li> <li>• Chapter 11. 12-Step Spirituality</li> </ul>	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Can I Begin Counseling People Now? What's Next?	Cashwell & Young  DMU SOC CMHC	<i>Integrating Religion and Spirituality into Counseling</i> <ul style="list-style-type: none"> <li>• Chapter 13. Working With the Divine Feminine</li> <li>• Chapter 14. Where Do We Go From Here?</li> </ul> <i>Program Handbook</i> COUN 500 Counseling Advisement <ul style="list-style-type: none"> <li>• Professional Membership w/Liability Coverage</li> </ul>	<b>Presentation:</b> Professional Identity  <b>Residency</b>

### VIII. REFERENCE LIST

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## **Diversity Issues**

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### **Suicide Prevention and “Contracts”**

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