

**COUN 5328: Foundations and Ethics in Clinical Mental Health Counseling
Fall 2019**

Tuesday 5:00 p.m. – 7:45 p.m. | BEP 218

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Office hours: Monday 11:00am – 1:00pm

Course Description

This course provides a survey of the practice of psychology and counseling from an ethical and legal perspective. Consideration is given to such things as the rules of the psychology and counseling boards, ethical case studies, and professional practices.

Student Learning Outcomes

After successful completion of this course the student will:

- Be familiar using and interpreting the American Counseling Association Code of Ethics, and be able to interpret and apply state and federal laws related to the provision of mental health services.
- Be familiar with state licensing requirements and issues (i.e., Licensed Professional Counselor)
- Understand and be able to discuss major ethical/legal principles and issues.
- Understand the importance of developing competence in providing services to culturally diverse clients.
- Demonstrate and increased understanding of the history and current status of the counseling field.
- Be able to engage in the process of ethical decision making.

Course Structure and Instructor Expectations

In this course class time is largely comprised of lectures, group activities, and discussion. To maximize your in-class experience, you should come to class having read assigned readings. You should be actively involved in your own learning by being prepared to discuss assigned readings in class, ask questions, and engage in classroom activities.

CACREP Core Objectives (II.G.1)

- a. History of the Counseling Profession
- b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. Self-care strategies appropriate to the counselor role;
- e. Counseling supervision models, practices, and processes;
- f. Professional organizations, including membership benefits, activities, services to members, and current issues;
- g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. The role and process of the professional counselor advocating on behalf of the profession;
- i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Clinical Mental Health Counseling Standards

1. Understands the history, philosophy, and trends in clinical mental health counseling (III.A.1)
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (III.A.2)
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (III.A.4)
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
6. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (III.A.7)
7. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (III.A.8)
8. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (III.C.1)
9. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help). (III.C.3)
10. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network (III.C.5)
11. Understands professional issues relevant to the practice of clinical mental health counseling. (III.C.9)
12. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)
13. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (III.E.4)
14. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

Required Textbooks

Erford, B. (2017). *Orientation to the counseling profession: advocacy, ethics, and essential professional foundations* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

2014 ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>)

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended Textbooks

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Course Policies

Attendance – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence, you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

Class Punctuality - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

Participation- Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

Use of Technology - Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE**.

Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.** If the instructor becomes aware of a student using their laptop for any reason other than taking notes, he may ask that student to cease bringing their computer into the classroom.

Communication Policy - University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is rmoate@uttyler.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.

****Note:** make sure that you **do not** send emails to rmoate@patriots.uttyler.edu, as I will not receive these messages.**

Graded Course Assignments

Professional Identity Paper (100 points: Content = 75, APA/Grammar = 25)

For this assignment take some time and reflect on the following questions (see below). After reflecting, write a thoughtful paper that explains your responses to each question. It is essential for this assignment that you can demonstrate reflectiveness, honesty, and self-awareness in your written response. Your paper should be written in APA format and be 5-7 pages (including a title page) in length.

1. What has brought you to the field of counseling? Why do you want to become a professional counselor?
2. Describe your guiding values, principles, and beliefs.
 - a. Where did your values, principles, and beliefs come from?
 - b. How might they influence your practice as a professional counselor?
3. What areas of personal growth will be important for you to address during your process of becoming a counselor?
4. What professional work setting and/or populations would you like to work with?

Midterm Exam (75 points)

The midterm will be an in-class examination that is based on assigned readings and in-class discussions/activities.

Current Issues Project (75 points: Presentation 50 points, APA format references = 25)

It will be your task to explore a current issue in the field of counseling and report it to your classmates. Effective ways to find out about current issues in professional counseling are to explore current literature, search the web, and to talk with counseling professionals. For a general list of topics see Appendix I.

Once you have identified a specific issue that you would like to explore please have your topic approved by the instructor. Once your topic is approved, you will conduct an in-depth literature review and construct a presentation for your classmates. Each presentation should be between 15-20 minutes in length and will provide an overview of the issue. As you will have a relatively short period of time to present, your presentation style should be casual and conversational (i.e., do not use a powerpoint unless it is essential).

You should be prepared to answer questions on your topic by the instructor and your classmates. Each presentation must include an APA formatted reference list of at least five scholarly articles used for the presentation. Scholarly articles are defined as peer reviewed journal articles and books that are relevant to the fields of counseling and psychology.

Note: For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.

Interview of a Professional Counselor (100 points: Content = 70, APA = 20, Class Presentation 10)

You will conduct an interview with a counselor from a list provided by the professor. You should contact the counselor and set up a time to conduct an interview. When you contact the counselor, you should inform them that you would like to interview them for your graduate level course Foundations and Ethics in Clinical Mental Health Counseling at UT Tyler. Let them know that you are required to write a paper from your interview. If you would like to audio record your interview you **must** ask your interviewees permission to do so.

In the paper, you should include response to the following items:

1. The person's name, degree, school from which they graduated, the year in which they graduated, the type of license they hold, and the professional associations to which they belong.
2. Their work history, where they are currently employed, their current job title, a description of their current work, and a description of what they enjoy most about their work.
3. What (if any) differences exist between how they see their work as counselors, and co-workers who are from other helping professions (e.g., social workers, psychologists, psychiatrists, etc.).
4. What is/are the most important thing(s) they've learned that have helped them to become an effective counselor?
5. What protocols does their place of employment have for client emergencies and/or crisis response team?
6. A summary of the most meaningful learning(s) you experienced from conducting the interview.

Note: you are not limited to only asking your interviewee these questions. Be prepared to ask follow up questions and other related questions, in order to facilitate a good dialog with your interviewee.

Your paper should be 5-7 pages (i.e., a title page, and at least 4 complete pages of text).

After you have completed your paper you will be asked to briefly present your findings to the class. Your presentation should be brief (approximately 5 minutes in length).

Final Exam (100 points)

The final exam will be an in-class comprehensive exam that is based on assigned readings and in-class discussions/activities.

Participation & Attendance (50 points)

A portion of your grade (i.e., 50 points) will depend on your level of participation during class each week. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. A student who rarely or never participates in class discussions/activities may receive a grade reduction despite attendance.

Requirements/Grading

During the semester, you will have opportunities to earn up to 500 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must obtain an A or a B to receive credit for passing this course.

Professional Identity Paper	100
Midterm	75
Current Issues Project	75
Interview of a Professional Counselor Paper	100
Final	100
Class Participation	50
Total Points Possible	500

Late Policy

Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted and the student will receive a zero for the assignment.

APA Format and Writing Tips

All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12-point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 6th edition. Copies of the manual are available in the university bookstore and library.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2019, the Census Date is January 28th.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 28th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement:

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Tentative Schedule and Topics

Date:	Topics	Readings	Assignments
Week 1 8/28	Introduction and Overview Review of Syllabus		
Week 2 9/4	Becoming a Professional Counselor Professional Counseling Organizations, Licensure, Certification, and Accreditation	Ch. 1 Ch. 2	
Week 3 9/11	Ethical and Legal Issues in Counseling (<i>part 1</i>)	Ch. 3, Barbee (2007), ACA Code of Ethics	Print off copy of ACA code of ethics and bring to class
Week 4 9/18	Ethical and Legal Issues in Counseling (<i>part 2</i>)	Hermann & Herlily (2006),	
Week 5 9/25	The Counseling Process <i>UT Tyler CMHC Program Introduction</i>	Ch. 5	
Week 6 10/2	Crisis Prevention and Intervention Practicing Self Care	Ch. 7 Skovholt (2012)	Discussion posts must be completed by 7:45pm on 2/19.
Week 7 10/9	ONLINE CLASS Advocating for the Profession and in Counseling Advocacy Counseling: Being an Effective Agent of Change for Clients	Ch. 14 Ch. 15	1. Personal Belief Paper 2. Proposal for Current Issues Topic
Week 8 10/16	MIDTERM EXAM		
Week 9 10/23	Assessment, Case Conceptualization, Diagnosis & Treatment Planning	Ch. 12	

Week 10 10/30	Mental Health and Rehabilitation Counseling School, College, and Career Counseling	Ch. 8 Ch. 9	
Week 11 11/6	Human Development Throughout the Life Span	Ch. 10	<u>Current Issues Project</u> 1. 5. 2. 6. 3. 4.
Week 12 11/13	Multicultural Counseling	Ch. 11	<u>Current Issues Project</u> 7. 11. 8. 9. 10.
Week 13 11/20	ONLINE CLASS Accountability in Counseling Outcome Research in Counseling	Ch. 16 Ch. 17	Discussion posts must be completed by 7:45pm on 11/20
Week 14 11/27	THANKSGIVING VACATION – No Class		
Week 15 12/4	Class Presentations Review for Final Exam		Interview of a Professional Counselor Paper & Class Presentation
Week 16 12/9	FINAL EXAM		

Note: This is a *tentative* schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through your UT Tyler email.

APPENDIX I: CURRENT ISSUES TOPICS

- Using Evidence Based Practices
- Licensure
 - Portability Issues
- Managed Care
- Insurance
 - How to get paneled with insurance companies
- Professional Identity of counselors
 - Scope of practice
 - Advocating
- Technology
 - Internet counseling
 - Marketing
 - Social media
- Death with Dignity
- Multicultural/Diversity
- Specific Client Populations
 - Working with children
 - Working with adolescent
 - Working with geriatric populations
 - Working with LGBTQ populations
 - Working with low socioeconomic clients
- Special Therapy Modalities
 - Play therapy
 - Art therapy
 - Animal Assisted therapy
 - Equine Assisted therapy
 - Outdoor/Adventure counseling
- Disaster Response/Crisis Mental Health
- Religion/Spiritual-based Counseling