Syllabus

Course Information:
COUN 5328.001: Foundations and Ethics in Clinical Mental Health Counseling
Fall 2014
M 5:00-7:45
Room: HPR 262

Instructor Information:
Christine McNichols, Ph.D., LPC-S, NCC
Office: HPR 115
Office hours: Monday 3-5; Thursday 3-5; Due to on call clinical duties, please contact instructor via email to arrange a meeting.
Telephone: 903-566-7341 (office)
E-Mail: cmcnichols@uttyler.edu
[E-mail is the best way to contact instructor. Please include your name and the subject of the email in the subject line].

Catalog Description of COUN 5328:

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 able to:

- be familiar with and able to interpret and apply the American Counseling Association Ethical Code; be familiar with and 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 clientele
- demonstrate an increased understanding of the history and current status of the counseling field
- be able to engage in the process of ethical decision making

Proficiencies for Counselors:

CACREP Core Objectives (II.G.1)

a. history and philosophy 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)

Teaching Strategies:

Lecture
Case Studies
Class Discussion
Group Work

Required Texts/ Readings:

- 2014 ACA Code of Ethics
  (http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx)
- LPC Policies (http://www.dshs.state.tx.us/counselor/default.shtm)

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 Text:

Association (6th ed.).* Washington, DC.

LEARNING AND EVALUATIVE ACTIVITIES

Personal Belief Statement (10 points)
This assignment entails a short reflective paper (2-3 pages) focusing on what drew you to the
counseling field. Please use the following prompts to guide your reflection:
What is your motivation for entering the counseling profession?

1. What experiences from your life do you think invited you into this field?
2. What was it that brought you into this field?
3. What are your sincere desires and hopes for becoming a counselor?
4. What personal experiences in your life nurtured these desires?

What qualities do you possess that will enable you to become an effective counselor? What are the desires you hold for yourself as you become a counselor?

1. How do you think this desire [i.e. to care for others] or quality [i.e. empathetic] developed in your life?
2. What do you think these desires say about you as a person?
3. How do your desires to be a counselor reflect your values?
4. How do you see these desires being a help to you when working with others?
5. How would you prefer to see yourself as a counselor?

Current Issues Group Presentation (20 points)

Group presentation covering current issues in the counseling field. Please see detailed instructions attached to the end of this syllabus.

Professional Interview (20 points)

For this assignment you will interview a professional in the counseling field. Please do not interview other faculty or friends/relatives. You may, however, ask other faculty about professionals you may contact. In class, we will review appropriate ways to contact and communicate with professionals in the field. You may partner with someone else in the class to conduct your interview but please submit separate personalized summaries. Some suggested questions for the interview are provided below. Submit a summary (5-10 pages) of the results of your interview including what you learned from the interview.

- What, where, and when was your graduate training?
- Was your program accredited? If so, by whom?
- How long have you been practicing in your current field?
- What professional license or certifications do you hold?
- What are the rewards of being a counselor or psychologist? OR What do you like about the profession?
- What do you believe is the biggest challenge a professional counselor faces in your setting?
- What do you believe about counseling as a profession? Where do you see it headed? Current issues?
- How do you attain professional growth?
- How do you manage personal growth and wellness? How do you prevent burnout?

Exams (20 points each)
There will be two multiple choice/ short essay exams in this course. In order to do well on the exams please keep up with assigned readings and take notes during class lecture. A brief exam review will be given the week prior to each exam.

GRADE ASSIGNMENT

Grading will be based on points assigned in the following areas:

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<tr>
<th>AREA</th>
<th>POINTS</th>
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<tr>
<td>Personal Belief Statement</td>
<td>10</td>
</tr>
<tr>
<td>2 Exams (20pts. each)</td>
<td>40</td>
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<tr>
<td>Group Presentation</td>
<td>20</td>
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<tr>
<td>Professional Interview</td>
<td>20</td>
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<tr>
<td>Attendance/ Participation</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grade assignments based on the above will be: A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = BELOW 60 points.

COURSE POLICIES

Attendance

Final letter grades for this course will be submitted to the registrar and include regular class attendance. Students are expected to be present for all class meetings. Because attendance is so important, you will receive a grade based on the number of classes you attend. You can earn a maximum of 10 points in attendance. If you are here, you get the points; if you are not here, you don’t. If you are not able to attend class please inform the instructor via email as soon as possible.

Participation

Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities. You will receive points for participation.

Assignments

All written assignments must reflect graduate level presentation, including APA 6 format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

Please talk with the professor if you are having problems (sooner rather than later).

Late Policy
Written work will be considered late if not turned in at the beginning of the assigned class period. Late work will result in a reduction of points received (10% per day past the due date).

**Cell Phones and Other Distractions**

Please turn all cell phones, pagers, and other electronic equipment off or on silent (not vibrate) when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. If you plan on using a laptop or IPad to take lecture notes please inform the instructor via email prior to bringing these devices to class. In the case of an emergency when you must use your cell phone, please alert the instructor prior to class. Students caught texting during class will be called on specifically to answer questions concerning class lecture or discussion and will be asked to turn off their phones. Repeated offenses will warrant a private discussion with the instructor and may impact your course grade.

**Diversity**

Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Patriot E-Mail**

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.

**Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).

Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

TENTATIVE COURSE OUTLINE

Aug. 25  Introductions/ Review of syllabus and course requirements/ Orientation to the
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<tr>
<th>Date</th>
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<th>Notes</th>
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<td>Sept. 1</td>
<td>Labor Day – No Class</td>
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| 8 | Introduction to Codes of Ethics; Making Ethical Decisions | *Readings: Chapter 1; 2014 ACA Code of Ethics pgs. 1-3; pgs. 18-19 Section I*  
*Due: Personal Belief Statement* |
| 15 | The Counselor as a Person and Professional/ Counselor Wellness | *Reading: Chapter 2; 2014 ACA Code of Ethics pgs. 8-10; Sections C & D* |
| 22 | Values and the Helping Relationship/ The Self-Reflective Practitioner | *Reading: Chapter 3; 2014 ACA Code of Ethics pgs. 4-6; Section A* |
| 29 | Multicultural Issues and Perspective | *Reading: Chapter 4* |
| Oct. 5 | Clients Rights and Responsibilities/ Informed Consent | *Reading: Chapters 5; 2014 ACA Code of Ethics pgs. 4-6; Sections A* |
| 13 | Confidentiality/ Duty to Warn | *Reading: Chapter 6; 2014 ACA Code of Ethics pgs. 6-8; Section B* |
| 20 | Exam I | 
| 27 | Professional Boundaries and Multiple Relationships | *Reading: Chapter 7; 2014 ACA Code of Ethics pgs. 5-6; Section A* |
| Nov. 3 | Training, Supervision, and Consultation/ Professional Licensure | *Readings: Chapters 8 and 9; 2014 ACA Code of Ethics pgs. 12-15; Section F and pgs. 17-18; Section H* |
| 10 | Assessment, Diagnosis, & Theoretical Models | *Reading: Chapter 10; 2014 ACA Code of Ethics pgs. 11-17; Section E and pgs. 15-17; Section G*  
*Due: Professional Interview* |
| 17 | History of Counseling; Community Practice and Professional Advocacy | *Reading: Chapter 13* |
| 24 | Thanksgiving Break- No Class | 
| Dec. 1 | Group Presentations | 
| 8 | Exam II |
University Policies

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

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. 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 is the deadline for many forms and enrollment actions that students need to be aware of. 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 Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability,
including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 instructor 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, homework 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 U. T. 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.

**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 through productive contributions to local and global communities and 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, 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.
The purpose of this presentation is to discover and explore current issues in the field of counseling. For this assignment, you will work in groups of 3-4. As a group you will discover and research current issues facing the field of counseling. Topics may deal with issues such as ethics, licensure, professional identity, the correct use of testing, or multicultural competency. The best way to find out about current issues is by reading current literature, searching the web, and talking with counseling professionals.

Once your group has identified a specific issue that you would like to explore please have your topic approved by the instructor. Once your topic is approved, your group will conduct an in-depth literature review and construct a presentation for your classmates. Each presentation should be between 40-45 minutes long and include either a PowerPoint presentation or a detailed speaking outline. Please bring one hard copy for the instructor. Each group presentation must have a minimum of eight sources. References may come only from peer reviewed journal articles or professional publications. References should be included in your PowerPoint or outline and be in APA format.

Presentations will be held on December 1.

You will be evaluated on:

<table>
<thead>
<tr>
<th>Relevance of Content</th>
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<tbody>
<tr>
<td>Presentation of Material</td>
<td>10 points</td>
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This presentation will be worth 20 points of your semester grade. Each group member will be graded individually based on their contributions to the project.