



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

Professional Mental Health Counseling-Addiction

CPSY 502: Introduction to Professional Mental Health and Addiction Counseling

Time & Day: 5:30-8:30, Monday

Class Room: York Graduate Center, Room 116

Instructor: John Fitzgerald, PhD, LPC, CAS

Email: jfitzgerald@lclark.edu

Office Hours: Available on Request: 503-343-5666

CATALOG DESCRIPTION

Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

COURSE PURPOSE & OBJECTIVES

- History and philosophy of the counseling profession (PMHC-A: 1a)
- Professional roles, functions, and relationships with other human service providers (PMHC-A: 1b)
- Professional organizations like ACA, divisions, functions, and services to members (PMHC-A: 1d)
- Professional credentialing, certification, licensure, accreditation practices, professional organizations, journals and effects on public policy (PMHC-A: 1e)
- The role of professional counselor in advocating on behalf of the profession (PMHC-A: 1f)
- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (PMHC-A: 1g, 2d)
- Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling (PMHC-A: 1h)
- The current modes and settings of the counseling practice (PMHC-A: 1b)
- How to be conversant about philosophical, ethical, and political issues regarding the role of counselors in various settings through both discussion and writing (PMHC-A: 1b, 1g)
- Researching information about counseling which includes the use of technological competence and computer literacy (PMHC-A: 1c)

CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES

- II.K.1.a. history and philosophy of the counseling profession, including significant factors and events;
- II.K.1.b. professional roles, functions, and relationships with other human service providers;
- II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- II.K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- II.K.1.g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- II.K.1.h. and ethical standards of ACA and related entities and applications of ethical and legal considerations in professional counseling
- A1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement;
- A3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;
- A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.
- A2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
- B1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

- AC.A.1. Understands the history, philosophy, and trends in addiction counseling.
- AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
- AC.A.4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
- AC.E.1. Understands how living in a multicultural society affects clients with addictions.
- AC.I.1 Knows models of program evaluation for addiction counseling treatment and prevention programs.

REQUIRED TEXTS/READINGS

1) Books:

Johnson, A.G. (2006) *Privilege, Power, and Difference*, 2nd ed., McGraw Hill: Boston, MA.

Granello, D.H. & Young, M.E. (2012). *Counseling today: Foundations of professional identity*, Pearson Education: Upper Saddle River, NJ.

2) Moodle: Other course resources are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Damian Miller at dpm@lclark.edu or 503-768-6195.

3) Ethical Guidelines:

Students will obtain and bring current copies of the *ACA Ethical Guidelines* (<http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>) and the *Ethical Standards of Alcoholism and Drug Abuse Counselors of the State of Oregon* (<http://accbo.com/ethics.php>) to class.

COURSE SCHEDULE

Class	Date	Readings	Guest Speakers/Assignments
Class 1 Who are counselors? What do Counselors Do?	9/10	<i>G&Y: Ch. 1 & 2</i>	Introduction
Class 2 How are counselors trained and regulated	9/17	<i>G&Y: Ch. 3</i> <i>Johnson: Ch. 1</i>	Joanna Haney, Coordinator of Research Services <i>Conducting literature searches and using RefWorks</i>
Class 3 How do counselors develop?	9/24	<i>G&Y: Ch. 4</i> <i>Johnson: Ch. 2</i>	Barbara Hort, PhD Private Practice Nicole: Criminal Background Check
Class 4 How do counselors use theories? How do counselors use research?	10/1	<i>G&Y: Ch. 6 & 7</i>	Mark Burton, PsyD Past President, OPA Private Practice <i>Worldview and Professional Interests Paper Due</i>
Class 5 What happens in a counseling session?	10/8	<i>G&Y: Ch. 8</i> <i>Johnson: Ch. 5 & 6</i>	Bill King, LPC Private Practice

Class 6 Where does counseling take place?	10/15	<i>G&Y: Ch. 9</i> <i>Johnson: Ch. 7 & 8</i>	Jan Dworkin, PhD, Dip. PW Academic Dean, Process Work Center, Private Practice <i>RefWorks Paper Due</i>
Class 7 How do counselors work in a diverse society?	10/22	<i>G&Y: Ch. 10</i> <i>Johnson: Ch. 9</i>	Larry Conner, LPC President, OMHCA Private Practice
Class 8 How do counselors collect and use assessment info?	10/29	<i>G&Y: Ch. 11</i>	Andrew Price, LCSW Private Practice <i>Diversity Project/Paper Due</i>
Class 9 How do counselors make legal and ethical decisions? How do counselors maintain their wellness?	11/5	<i>G&Y: Ch. 12 & 13</i>	Judge Eric Bloch Ben Wyatt, MA, CADCI Program Manager, START, VOA
Class 10	11/12	Wrap-up Class evaluations	Mark Girard, LCSW Jungian Analyst, Private Practice <i>Final Paper Due 11/19 – noon</i>

ASSIGNMENTS

Worldview and Professional Interests Paper:

Describe your interest in the counseling profession and include elements of how your personal worldview has informed your decision to become a professional counselor. Your world view includes, but is not limited to, the following elements: *physical ability, culture, race/ethnicity, gender, social and political processes, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, gender, sexual orientation and age*. This should also include a description of your personal educational and professional goals. This paper should focus on a self-analysis of the impact of your individual, cultural, and social context factors that have influenced you and your decision to become a counselor. **Maximum length: 3 pages.**

RefWorks Paper:

This assignment is about enhancing your literature search skills, and learning how to use reference manager software. You will be provided an introduction to the free, online program, RefWorks, as well as guidance on doing searches in class. Your assignment is to pick a clinical problem area (specific diagnosis or group of disorders) that *most reflects your interest in counseling*, and then conduct a literary search of current periodicals that review *the evidence for best clinical practices*. Write a two-page summary of best practices, use *site-as-you-write* functionality if possible, and include your references, generated by the software. Please include a minimum of 10 references. **Maximum length: 2 pages (excluding references).**

Diversity Project/Paper: Use your creativity to draw, paint, sculpt, photograph (or some other art medium) the central theme of the book, *Privilege, Power and Difference*. Then write a one page paper describing your art work, why you did what you did, and tell me how it illustrates the main theme of the book. **Maximum length: 1 page.**

Final Paper:

Compare and contrast the guest speakers who are *practicing clinicians*. For guidance on what factors to use in your analysis, consult your class text, G&Y. Which one would you most like to emulate in your work as a counselor? Why, what is it about them, and their style of working with clients, that moves you? **Maximum length: 4 pages**

Note: Pages are single-spaced, 12-pt font, 1” borders

Background Check: Required to receive grade

You are required to initiate the background check to receive your grade; however, no points are awarded. The record is not required to be clear, but if a student’s background check reveals a record not disclosed on the application to the program, procedures for student difficulties will be followed (See PMHC-A Student Handbook).

Grading Summary

Worldview and Professional Interest Paper	100 points	(20%)
RefWorks Paper	100	(20%)
Diversity Project/Paper	100	(20%)
Guest Speaker Final Paper	200	(40%)
Total Points:	500	(100%)

GRADING (percentages of total)

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills

and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing *extra assignments designed by the instructor*. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

SPECIAL ASSISTANCE

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.