

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Introduction to Professional Mental Health and Addiction Counseling
CPSY 502

Cort Dorn-Medeiros, M.S., CADC I
971-222-9777

dorn-medeiros@lclark.edu

Office Hours: Available upon request. Please call or e-mail to arrange a time.

Required Texts/Readings:

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

Granello, D. H. (2012). *Counseling today : foundations of professional identity*. Upper Saddle River, N.J.: Pearson.

Moodle:

Other readings 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 Maia Penchansky maiap@lclark.edu or 503 – 768-6195.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

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.
- 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)

Class Assignments/Grading:

1. Attendance. You **must** attend **and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation. Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your 12-step meeting attendance and diversity experiences on assigned dates. Well prepared students make for the best class discussions!

3. Two Part Social Locations and Professional Interests Paper

Part 1: Describe your interest in the counseling profession *and* why you are choosing the addictions specialization. Include elements of how your personal social locations have informed your decision to become a professional counselor. Your social locations include but are not limited to the following elements: *physical ability, culture, race/ethnicity, gender, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, sexual orientation and age*. This should also include a description of your personal educational and professional goals. **Do not use your personal statement from your application to the program.** 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 and your goals as a professional. Your paper should be a minimum of 4 - 6 pages. Formatting should be consistent with APA style, double-spaced, and use Times New Roman 12 pt font. You do not need to reference any published material but should you choose to do so you must cite your references appropriately and include a reference page. **(50 points)**

Part 2: Look at the ACA subdivisions, choose the ones that are most related to your professional interests, find the journals associated with those divisions and find an article specifically related to

your professional interests. After reading this article find two more articles from other sources related to this topic. List articles in APA style and write 3-4 sentences in review of each article, add a paragraph about something new you learned about your area of interest. **(50 points)**

Total Points for Assignment: 100 points

*Part I and Part II are both due **October 28th**. Clearly label each part of this paper as Part I and Part II. Please turn this paper in as **one** document.*

3. Group presentation and short paper on 12-step or SMART Recovery.

The end of the first class, you will select groups of 3-4 to complete this assignment. As a group, you will select *one* type of outside support meeting (e.g. Narcotics Anonymous, Alcoholics Anonymous, SMART Recovery, Al-Anon, Cocaine Anonymous, Marijuana Anonymous, Gamblers Anonymous, etc.). Each member of your group will then attend a *different* meeting of your chosen type. This will allow your group to have multiple perspectives and experiences to include in your final presentation. As a group, you will then create a 10-15 minute PowerPoint or Prezi to present in class. You will be given *some* time to work in your groups during class but are expected to complete this assignment with additional time outside of class if needed.

To receive full points on this assignment, your presentation should include the following information in your group's presentation: (1) A brief history of your chosen meeting; (2) What meetings each group member attended; (3) 4-5 summary points about what your group learned in your meeting experience(s); and (4) If you would recommend your attended meetings to clients and why or why not. **(20 points)**

In addition, each group member will turn in a 1-2 page summary of his/her experience attending his or her respective outside support meeting. In this summary be sure to include the name, location, and date of the meeting you attended. **(5 points)**

Total Possible Points for Assignment: 25 points

*All groups will present in class and individual papers are due on **September 30th**.*

4. Power, Privilege, and Difference Experience: Spend 4 hours in an experience where you are interacting with people different from you. Goals: (1) Examine honestly your interest and comfort in interacting with people who are different from you (2) Determine how much you are ready to push yourself to do what feels uncomfortable, it is okay to stay in your comfort zone, for now. (3) Commit to an attitude of learning not "cultural tourism." Your goal is to *experience* not to merely observe.

This is an exercise to help you get ready for the rest of your program where you will be pushed into your **discomfort zone**. However, the more you are willing to take a risk and push yourself now, the more you will benefit in your entire program.

Your experience **must be approved** prior to completing it. Please write a one-paragraph description of your activity, your reason for choosing it and what you expect to learn from it. All approvals must be *written* as verbal permission will not be given. This paragraph can be e-mailed to the instructor or turned in during class.

Write a 3-4 page reflection paper about your experience and what you learned from it. While you will need to provide contextual information about this assignment, be sure to make *yourself* the main focus of your paper. What did *you* think and feel? And why? What possible social locators do you think contributed to your experience? How did you experience privilege within the context of your experience? **(75 points)**

We will have an in-class discussion about your experience(s) with this assignment on the reflection paper due date. All students are expected to be prepared to engage in group discussion and share their experience(s) with the class. **(25 points)**

*Instructor Approval Due: **October 14th**.*

*Reflection papers due and in-class discussion: **November 4th**.*

Total Possible Points for this Assignment: 100 points

5. Counseling Timeline Group Project: This assignment will be completed entirely in class. You will select groups of 2 – 4 and spend the first two hours of class making a creative timeline of the history of counseling. It will be crucial that you have completed all of your required course readings up until this point in order to contribute to your group's project! As this is a creative project, you will be supplied with butcher paper, magazines, markers, etc. to create a visual timeline. You are free to bring in additional supplies if you wish. You can utilize your text book(s) and/or any other credible source you can find. Each group should strive to make their timeline unique and interesting. This will be completed during the last class meeting of the term. **(75 points)**

Total Possible Points for this Assignment: 75 points.

6. 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 Professional Mental Health Student Handbook*).

Grading Summary:

Paper (2 part)	100
12-Step Presentation/Paper	25
Power, P & D Experience/Paper	100
Counseling Timeline Project	75
Total Possible Points	300

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

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.

Weekly Course Schedule

Week	Class Discussion Topic	Date	Readings	Assignments Due
1	-Introductions -Who are counselors? -What do counselors do?	9/9/13	<i>G & Y: Ch. 1 & 2</i>	
2	-How are counselors trained and regulated?	9/16/13	<i>G & Y: Ch. 3</i> <i>Johnson: Ch. 1</i>	
3	-How do counselors develop?	9/23/13	<i>G & Y: Ch. 4</i> <i>Johnson: Ch. 2</i>	Guest Speaker: Nicole Smithson, background checks
4	-How do counselors use theories? -How do counselors use research?	9/30/13	<i>G & Y: Ch. 6 & 7</i>	12-Step/Outside Meeting Group Presentation & Paper
5	-What happens in a counseling session?	10/7/13	<i>G & Y: Ch. 8</i> <i>Johnson: Ch. 5 & 6</i>	Guest Speaker: ACCBO (?)
6	-Where does counseling take place?	10/14/13	<i>G & Y: Ch. 9</i> <i>Johnson: Ch. 7 & 8</i>	Instructor approval for p, p & d experience
7	-How do counselors work in a diverse society?	10/21/13	<i>G & Y: Ch. 10</i> <i>Johnson: Ch. 9</i>	
8	-How do counselors collect and use assessment info?	10/28/13	<i>G & Y: Ch. 11</i>	Social Locations & Professional Interest Paper
9	-How do counselors make legal and ethical decisions? -How do counselors maintain	11/4/13	<i>G & Y: Ch. 12 & 13</i>	Power, privilege & diversity experience paper

	their wellness? -Power, privilege & diversity experience discussion			
10	-Last class! Potluck, wrap-up and class evaluations.	11/11/13	<i>Optional outside readings for in class assignment</i>	Counseling Timeline Group Project (in class)